



# Board of Regents

May 2024

May 10, 2024

8:00 a.m.

Boardroom, McNamara Alumni Center

## BOR - MAY 2024

### 1. Public Forum on the Interim President's Recommended FY 2025 Annual Operating Budget

Docket Item Summary - 4

### 2. Approval of Minutes - Action

Minutes - 5

### 3. Report of the Interim President

Docket Item Summary - 21

### 4. Report of the Chair

Docket Item Summary - 22

### 5. Consent Report - Review/Action

Docket Item Summary - 23

Gifts - 24

### 6. Recognitions

Senior Vice President for Finance and Operations

Docket Item Summary - 37

Distinguished McKnight University Professor Awards

Docket Item Summary - 38

McKnight Land-Grant Professors

Docket Item Summary - 40

McKnight Presidential Fellows

Docket Item Summary - 41

National Academy Members and Other Major Faculty Awards

Docket Item Summary - 42

Academy of Distinguished Teachers

Docket Item Summary - 44

John Tate Award for Excellence in Undergraduate Advising

Docket Item Summary - 46

Outstanding Community Service Award

Docket Item Summary - 47

National Scholarship Recipients

Docket Item Summary - 48

President's Community-Engaged Scholar Award

Docket Item Summary - 50

President's Award for Outstanding Service

Docket Item Summary - 51

NCAA Champions



7. Receive & File Reports

Docket Item Summary - Revised - 54

Docket Item Summary - 56

UMN Divest Coalition - 57

Minnesota Hillel - 64

8. Resolution Related to the Revocation of the Honorary Naming of Nicholson Hall, Twin Cities campus - Review

Docket Item Summary - 65

Resolution - 67

All-University Honors Committee Report and Recommendation - 69

Namings and Renamings Workgroup Report - 74

Revocation Request - 80

Public feedback - 162

9. Workforce Reinvestment Resolution Update

Docket Item Summary - 232

Workforce Reinvestment Resolution - 233

Workforce Reinvestment Resolution Task Force Report - 240

Workforce Reinvestment Resolution Administrative Response - 260

Background on the Workforce Reinvestment Resolution - 262

10. Enrollment Strategy Plans and Financial Impacts: Crookston, Duluth, Morris, Rochester

Docket Item Summary - 275

Crookston campus - 276

Duluth campus - 288

Morris campus - 298

Rochester campus - 309

Presentation Materials Revised - 316

Presentation Materials - 377

11. Report of the Committees

Docket Item Summary - 429



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Public Forum on the President’s Recommended FY 2025 Annual Operating Budget

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

*This is a report required by Board policy.*

**PRESENTERS:** Regent Janie S. Mayeron

### **PURPOSE & KEY POINTS**

The purpose of the public forum is for the Board to gather feedback from the University community on the Interim President’s recommended FY 2025 Annual Operating Budget.

A list of up to 20 speakers for the public forum will be established on a first-come, first-served basis. Sign-up will take place Friday, May 10 from 7:30 – 7:55 a.m. in the West Committee Room, 600 McNamara Alumni Center. Speakers will be called upon in order and will have up to three minutes to make comments. Board members will not answer questions or engage in a discussion with speakers. Individuals may sign up for only one time slot. Speakers may not yield time to another speaker. Only individuals who have signed up prior to the public forum will be able to address the Board.

### **BACKGROUND**

The Board of Regents reviews and acts on the Interim President’s recommended annual operating budget each spring. Between review and action, the Board gathers feedback on the budget from the University community via the Board’s Virtual Forum, email, and an in-person public forum. All written comments are shared with the Board and the public in the Board’s docket. Comments at the in-person forum are livestreamed and archived on the Board’s YouTube channel.

For the current budget cycle, written, video, or audio feedback can be [submitted online](#) or emailed to [uregents@umn.edu](mailto:uregents@umn.edu).

**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Board of Regents  
March 8, 2024**

A meeting of the Board of Regents of the University of Minnesota was held on Friday, March 8, 2024, at 8:30 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Janie Mayeron, presiding; Mary Davenport, James Farnsworth, Robyn Gulley, Douglas Huebsch, Ruth Johnson, Tadd Johnson, Mike Kenyanya, Bo Thao-Urabe, Mary Turner, Kodi Verhalen, and Penny Wheeler.

Staff present: Interim President Jeffrey Ettinger; Executive Vice President and Provost Rachel Croson; Vice Presidents Bernard Gulachek, Kenneth Horstman, Calvin Phillips, Alice Roberts-Davis, Jakub Tolar, and Julie Tonneson; General Counsel Douglas Peterson; Executive Director Brian Steeves; Chief Auditor Quinn Gaalswyk; Chief Public Relations Officer Chuck Tombarge; and Associate Vice Presidents Katharine Bonneson and Michael Volna.

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

**APPROVAL OF MINUTES**

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

Audit & Compliance Committee – February 8, 2024  
Special Committee on Academic Health – February 8, 2024  
Mission Fulfillment Committee – February 8, 2024  
Finance & Operations Committee – February 8, 2024  
Governance & Policy Committee – February 9, 2024  
Special Committee on University Relations – February 9, 2024  
Board of Regents – February 9, 2024  
Litigation Review Committee – February 13, 2024  
Board of Regents – February 26, 2024

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

**REPORT OF THE INTERIM PRESIDENT**

Interim President Ettinger delivered the report of the President.

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

## REPORT OF THE CHAIR

Regent Mayeron delivered the report of the Chair.

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

## RECEIVE AND FILE REPORTS

Regent Mayeron noted the following reports to receive and file this month:

- Virtual Forum Comments
- UMN Students for Climate Justice
- Reports to the State of Minnesota

Mayeron invited Maia Bowman, Twin Cities undergraduate student; and Gracelyn McClure, Twin Cities undergraduate student to present comments on behalf of UMN Students for Climate Justice.

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

## CONSENT REPORT

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

- A. Gifts
- B. Report of the Naming Committee
- C. Employment Agreement

The docket materials for this item begin on page 45. The closed-captioned video of this item is [available here](#).

Regent Gulley requested to separate out the employment agreement for PJ Fleck, Head Coach Football, Twin Cities campus.

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

Mayeron invited Interim President Ettinger and Mark Coyle, Director of Intercollegiate Athletics, Twin Cities campus to present the employment agreement for PJ Fleck, Head Coach Football, Twin Cities campus.

A motion was made and seconded, and the Board voted 10-2 to approve the employment agreement. Regents Gulley and Turner voted no.

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

Regent Mayeron invited Flora Yang, chair, and Hal Johnson, vice chair, to present the report of the Student Representatives to the Board of Regents, as detailed in the docket.

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

Mayeron recessed the meeting at 9:50 a.m.

## PUBLIC SAFETY UPDATE: SPRING SEMESTER

Regent Mayeron called the meeting back to order at 10:08 a.m. and invited Interim President Ettinger, Matt Clark, Chief of Police, Department of Public Safety, and Associate Vice President Bonneson to provide the public safety update for the spring semester, as detailed in the docket.

The docket materials for this item begin on page 82. The closed-captioned video of this item is [available here](#).

## PRESIDENT-DESIGNATE CUNNINGHAM EMPLOYMENT AGREEMENT

Regent Mayeron presented for review and action an employment agreement with President-Designate Rebecca Cunningham, as detailed in the docket.

The docket materials for this item begin on page 84. The closed-captioned video of this item is [available here](#).

A motion was made and seconded, and the Board voted unanimously to approve the employment agreement with President-Designate Cunningham.

## PRESIDENTIAL CONFLICTS OF INTEREST

Regent Mayeron invited Executive Director Steeves to present for action the proposed amendments to Board of Regents Policy: *Institutional Conflict of Interest* that address presidential conflicts of interest, as detailed in the docket.

The docket materials for this item begin on page 95. The closed-captioned video of this item is [available here](#).

A motion was made a seconded and the Board voted unanimously to adopt the proposed amendments to Board of Regents Policy: *Institutional Conflict of Interest* as follows:

### ***Institutional Conflict of Interest***

#### SECTION I. SCOPE.

This policy governs institutional conflict of interest at the University of Minnesota (University) and applies to members of the Board of Regents (Board), University officials,

department/unit heads, and other individuals as required by administrative policies and procedures.

## SECTION II. DEFINITIONS.

### Subd. 1. Institutional Conflict of Interest.

*Institutional conflict of interest* shall mean a situation in which the University's research, teaching, or outreach mission activities, or its institutional reputation may be compromised or appear to be compromised because of an external financial or business relationship held at the institutional level that may bring financial gain to the institution, any of its units, or the individuals covered by this policy.

### Subd. 2. University Official.

*University official* shall mean persons holding the following positions, including those holding these positions in a temporary capacity:

- (a) Associate Vice President
- (b) Chancellor
- (c) Chief Auditor
- (d) Chief Compliance Officer
- (e) Dean
- (f) Director of Intercollegiate Athletics, Twin Cities campus
- (g) Executive Director and Corporate Secretary
- (h) Executive Vice President and Provost
- (i) General Counsel
- (j) President
- (k) President's Chief of Staff
- (l) Senior Vice President for Finance and Operations
- (m) University Librarian and Dean of Libraries
- (n) Vice President

## SECTION III. GUIDING PRINCIPLES.

The following principles shall guide the University in addressing institutional conflict of interest:

- (a) Because it is critical to the mission and reputation of the University to maintain the public's trust, University research, teaching, outreach, and other activities must not be compromised or perceived as biased by financial and business considerations.
- (b) Because of its numerous and complex relationships with public and private entities, the University must be aware of any relationships involving financial gain that may compromise or appear to compromise its integrity.
- (c) The University shall establish and maintain an oversight process to manage, reduce, or eliminate institutional conflict of interest.

## SECTION IV. RESERVATION OF AUTHORITY.

The Board reserves to itself the authority to review and approve plans for managing, reducing, or eliminating institutional conflict of interest involving:

- (a) external relationships with an unusually significant financial impact that present a potential conflict;
- (b) potential conflicts involving the president;
- (c) potential conflicts that raise serious policy issues or have a significant public impact on the mission and reputation of the University; or

- (d) potential conflicts arising in matters that otherwise require Board review and action under Board of Regents Policy: *Reservation and Delegation of Authority*.

## SECTION V. PRESIDENTIAL CONFLICT REVIEW PANEL.

### Subd. 1. Role of the Presidential Conflict Review Panel.

If there is an institutional conflict of interest involving the president, the Presidential Conflict Review Panel shall review the institutional conflict of interest and develop an appropriate conflict management plan for approval by the Board. The panel shall be appointed by the Board chair and meet as needed.

### Subd. 2. Membership.

When there is need for the Presidential Conflict Review Panel to review an institutional conflict of interest involving the president, the Board chair shall convene the panel and appoint voting members comprised of one Regent serving as the chair, an additional Regent, the chief auditor, the chair of the Senate Consultative Committee, and a community member. The panel shall be advised by the Office of the General Counsel, in consultation with outside counsel as deemed appropriate, and the Office of Institutional Compliance. The panel shall be staffed by the University Conflict of Interest Program in coordination with the Office of the Board of Regents (OBR).

### Subd. 3. Procedure.

When reviewing the institutional conflict of interest, the Presidential Conflict Review Panel shall be guided by Section III of this policy. The Presidential Conflict Review Panel shall consider if the institutional conflict of interest can be managed, and if so, shall recommend a conflict management plan to the Board, taking into account fiduciary duties of loyalty and commitment, actual and perceived conflicts of interest, the mission and reputation of the University, and other public responsibilities of the Board and president.

Presidential Conflict Review Panel procedures shall be on file in the OBR.

## SECTION VI. ASSURANCE, DELEGATION OF AUTHORITY, AND REPORTING.

The president or delegate shall:

- (a) implement an oversight process and administrative policies and procedures to address institutional conflict of interest and to identify situations in which institutional conflict of interest may arise;
- (b) recommend and implement plans to manage, reduce, or eliminate institutional conflict of interest;
- (c) develop and present conflict of interest plans to the Board for review and action as required under Section IV, (a), (c), and (d);
- (d) ensure that individuals covered by this policy who act on behalf of the institution adhere to these policies and procedures, follow applicable conflict management plans, and do not engage in activities in which there is an actual conflict of interest; and
- (e) report to the Board annually all institutional conflict of interest matters that do not meet the thresholds identified in Section IV.

## SECTION VII. DISCLOSURES.

### Subd. 1. Regents.

Regents shall file a financial disclosure statement annually and report conflicts of interest as required by Board of Regents Policy: *Code of Conduct for Members of the Board of Regents*.

Subd. 2. University Officials.

University officials shall, upon appointment and annually, file a financial disclosure statement with the president or delegate, disclosing significant economic interests and how those interests may relate to their institutional responsibilities. Such disclosure shall be made in addition to any reporting requirement for individual conflicts of interest and shall be approved by the president or delegate. The following University officials shall file their financial disclosure statement with the Office of the Board of Regents for approval by the Board chair: president, general counsel, executive director and corporate secretary, and chief auditor.

Subd. 3. Department/Unit Heads.

Annually and under circumstances described in administrative policy, department/unit heads shall disclose relevant financial and business interests by filing a *Report of External Professional Activities*.

Subd. 4. Other Individuals.

The president or delegate may designate other individuals who shall file a financial disclosure statement.

**BOARD OF REGENTS POLICY: *RESERVATION AND DELEGATION OF AUTHORITY***

Regent Mayeron invited Executive Director Steeves to present for review the proposed amendments to Board of Regents Policy: *Reservation and Delegation of Authority*, as detailed in the docket.

The docket materials for this item begin on page 100. The closed-captioned video of this item is [available here](#).

Regent Davenport left the meeting.

Regent Huebsch requested that the policy amendments be considered for review and action. There was no objection so Mayeron stated that the proposed amendments would now be considered for review and action.

A motion was made and second and the Board voted unanimously to adopt the proposed amendments to Board of Regents Policy: *Reservation and Delegation of Authority* as follows:

***Reservation and Delegation of Authority***

***ARTICLE I***

***RESERVATION OF AUTHORITY***

**SECTION I. GENERAL RESERVATIONS OF AUTHORITY.**

Subd. 1.

The Board of Regents (Board) reserves to itself all authority necessary to carry out its legal and fiduciary responsibilities under the University Charter, the Constitution of the State of Minnesota, and the *Bylaws of the Board of Regents (Board Bylaws)*. This reservation specifically includes all authority to enact laws and policies for the governance of the



University of Minnesota (University) and to issue Board directives to executive officers and employees. The Board's reserved authority shall be exercised consistent with the University Charter, the Constitution of the State of Minnesota, *Board Bylaws*, and relevant Board policies.

Subd. 2.

The Board reserves to itself authority to ensure constitutional and institutional autonomy, to approve the University's mission and vision, to set the overall direction of the institution, including the adoption of fundamental planning documents for the educational, financial, and physical development of the University as defined by Board of Regents Policy: *Board Operations and Agenda Guidelines*, and to declare a fiscal emergency.

Subd. 3.

No authority that the Board reserves to itself in this policy shall be exercised by any other person or body unless expressly authorized by Board policy or directive.

Subd. 4.

The authority of the Board resides only with the Board as a whole and not in its individual members, except as the Board itself may have delegated specific authority to one of its members or one of its committees.

Subd. 5.

The Board reserves to itself authority to approve the use, and revocation of the use, of its corporate name or any abbreviated name, including *University of Minnesota*, by any non-University person or entity, consistent with Board policies. The Board also reserves authority over the removal of the corporate name or any abbreviated name from the name of any University campus, college, school, division, or unit, consistent with Board policies.

Subd. 6.

The Board reserves to itself authority to approve any matter delegated to the president in Article II, Section I of this policy if it raises unusual questions of public interest or public policy, has significant impact on the University's mission, or poses a significant financial risk to the University.

Subd. 7.

The Board reserves to itself authority to approve and submit any report to the State of Minnesota that impacts the University's autonomy or addresses the performance of the University and/or its major initiatives. All other reports to the State of Minnesota that fall outside these criteria and report on the University shall be provided to the Board upon submission to the state.

## SECTION II. CONDUCT OF BOARD BUSINESS.

The Board reserves to itself authority to establish procedures for the conduct of its business, create committees, set its agenda, require reports from executive officers and employees, hear appeals, and enforce its code of conduct.

## SECTION III. ELECTION OF BOARD OFFICERS.

The Board reserves to itself authority to elect and remove Board officers, including the president, chair, vice chair, secretary, and treasurer.

SECTION IV. APPOINTMENT AUTHORITY.

Subd. 1.

The Board reserves to itself, or to one of its committees, authority to appoint all individuals and approve any individually negotiated terms of employment, and significant amendments thereto, for those who serve in each of the following positions:

- (a) Chancellor
- (b) Chief Auditor
- (c) Dean
- (d) Division I Director of Intercollegiate Athletics
- (e) Division I Head Coaches of the following sports: Football, Men's and Women's Basketball, Men's and Women's Hockey, Volleyball
- (f) Executive Vice President and Provost
- (g) General Counsel
- (h) Senior Vice President for Finance and Operations
- (i) University Librarian and Dean of Libraries
- (j) Vice Chancellor for Academic Affairs
- (k) Vice President
- (l) Such other administrative positions as the Board may specify from time to time.

The president shall recommend individuals for appointment to these positions, consistent with Board policies and directives, except the chief auditor.

Subd. 2.

The Board reserves to itself authority to remove University officers as provided in the University Charter. The president (a) may remove the general counsel with Board approval and (b) may remove any other individuals appointed under subd. 1 of this section, except the chief auditor.

Subd. 3.

The Board reserves to itself, or to one of its committees, authority to appoint members of the boards of University-associated foundations, institutes, committees, and other bodies, consistent with Board policies.

SECTION V. ACADEMIC MATTERS.

Subd. 1.

The Board reserves to itself, or to one of its committees, authority to grant academic degrees, grant faculty indefinite tenure, grant continuous appointments to academic professionals, and award the title faculty emeritus, consistent with Board policies.

Subd. 2.

The Board reserves to itself, or to one of its committees, authority to establish, name, and abolish colleges, academic institutes, programs, and courses of study, consistent with Board policies.

Subd. 3.

The Board reserves to itself, or to one of its committees, authority to establish tuition and student fees and approve policies and reciprocity agreements related to such matters, consistent with Board policies.

Subd. 4.

The Board reserves to itself, or to one of its committees, authority to: (a) establish and review policies relating to the conduct of research and the receipt and accounting of sponsored research funds; (b) require timely reporting to the Board of sponsored research activity; and (c) establish limits for financial support to non-University entities for the commercialization of technology, as defined by Board of Regents Policy: *Commercialization of Intellectual Property Rights*.

Subd. 5.

The Board reserves to itself, or to one of its committees, authority to approve educational policies and procedures, in consultation with the president and the faculty governance process, consistent with Board policies. This policy is not intended to alter the relationship between the Board, the University Senate, and the faculties regarding educational policies.

Subd. 6.

The Board reserves to itself, or to one of its committees, authority to approve a systemwide enrollment plan and amendments thereto.

SECTION VI. AWARDS, HONORS, AND NAMINGS.

Subd. 1.

The Board reserves to itself authority to establish and bestow awards, honors, and recognition, consistent with Board policies.

Subd. 2.

The Board reserves to itself authority to name and revoke names of University buildings and other assets, consistent with Board policies.

SECTION VII. BUDGETARY, FINANCIAL, AND INVESTMENT MATTERS.

Subd. 1.

The Board reserves to itself, or to one of its committees, authority to approve the following: annual operating budgets; the central reserves budget and minimum reserve level; and adjustments and amendments, consistent with Board policies. The Board also reserves to itself authority to approve any modifications to the central reserves budget and any expenditures from the central reserves general contingency account, consistent with Board policies.

Subd. 2.

The Board reserves to itself, or to one of its committees, authority to approve all requests for operating and capital budget appropriations from the State of Minnesota and positive or negative adjustments to the budget caused by a 1% or more change in total appropriations within a fiscal year.

Subd. 3.

The Board reserves to itself, or to one of its committees, authority to establish investment objectives, approve asset allocation guidelines, and approve the payout rate for endowment distributions.

Subd. 4.

The Board reserves to itself, or to one of its committees, authority to authorize issuance and retirement of debt and to engage debt advisers and/or underwriters, consistent with Board policies.

Subd. 5.

The Board reserves to itself, or to one of its committees, authority to accept gifts for the benefit of the University, consistent with Board policies.

Subd. 6.

The Board reserves to itself, or to one of its committees, authority to approve individual purchases of goods and services with a value of \$5,000,000 or more or a value anticipated to be \$5,000,000 or more, consistent with Board policies. For purposes of this subdivision, value shall include both the base term and any optional contract extensions.

Subd. 7.

The Board reserves to itself, or to one of its committees, authority to (a) approve amendments to individual purchases of goods and services previously approved by the Board when the amendment will increase the value of the agreement by 30% or more; or (b) existing individual purchases of goods and services that were not previously approved by the Board when the value increases to \$5,000,000 or more. For purposes of this subdivision, value shall include both the base term and any optional contract extensions.

SECTION VIII. PROPERTY, FACILITIES, AND CAPITAL BUDGETS.

Subd. 1.

The Board reserves to itself, or to one of its committees, authority to approve the purchase or sale of real property (a) with a value of \$3,000,000 or more; (b) located on or within 2 miles of a University campus; or (c) larger than 10 acres.

Subd. 2.

The Board reserves to itself, or to one of its committees, authority to approve leases of real property, easements, and other interests in real property if the initial term amount to be paid by or to the University is (a) \$1,000,000 or more in rent in any year; (b) if the lease term exceeds 10 years; or (c) if the value is \$5,000,000 or more.

Subd. 3.

The Board reserves to itself, or to one of its committees, authority to exercise the power of eminent domain to acquire land for University purposes.

Subd. 4.

The Board reserves to itself, or to one of its committees, authority to (a) exercise property owner rights regarding the designation, decommissioning, or demolition of historic resources; and (b) take final action on all environmental reviews of historic resources initiated by the administration for which the University is the responsible governmental unit, consistent with Board policies and applicable state and federal laws.

Subd. 5.

The Board reserves to itself, or to one of its committees, authority to approve campus plans and amendments thereto.

Subd. 6.

The Board reserves to itself, or to one of its committees, authority to approve multi-year capital plans consisting of projects with a value of \$5,000,000 or more or a value anticipated to be \$5,000,000 or more if a cost estimate has not yet been established.

Subd. 7.

The Board reserves to itself, or to one of its committees, authority to approve annual capital budgets consisting of projects with a value of \$5,000,000 or more.

Subd. 8.

The Board reserves to itself, or to one of its committees, authority to approve capital budget amendments for (a) new projects with a value of \$5,000,000 or more; (b) existing projects that were not previously approved by the Board when the value increases to \$5,000,000 or more; (c) to Board approved projects when the total cost of the project increases by 30% or more.

SECTION IX. LEGAL MATTERS.

The Board reserves to itself, or to one of its committees, authority to direct the president or the general counsel to settle any legal claim or initiate or appeal a lawsuit or administrative proceeding, consistent with Board policies.

SECTION X. AUDIT FUNCTION.

The Board reserves to itself authority to adopt policies regulating the audit function; approve selection of independent auditors and the chief auditor; and evaluate the performance of the independent auditor and the chief auditor. Performance review process procedures shall be on file in the Office of the Board of Regents.

SECTION XI. EMPLOYMENT AND LABOR RELATIONS.

Subd. 1.

The Board reserves to itself, or to one of its committees, authority to approve all contracts and other agreements with the exclusive collective bargaining representatives of its employees.

Subd. 2.

The Board reserves to itself, or to one of its committees, authority to approve civil service rules and annual pay and benefit plans for University employees.

Subd. 3.

The Board reserves to itself, or to one of its committees, authority to establish or discontinue retirement plans for University faculty and staff. For those plans sponsored by the University and governed by formal plan documents, the Board reserves to itself authority to approve amendments to those plans. Amendments required by federal regulations do not require Board approval but shall be reported to the Board upon implementation by the president or delegate.

Subd.4.

The Board reserves to itself, or to one of its committees, authority to approve individually negotiated employee agreements or severance agreements when they raise unusual questions of public interest or public policy or have a significant impact on the University's mission.

SECTION XII. ASSOCIATED ORGANIZATIONS.

The Board reserves to itself authority to approve the legal structure and scope of any relationship between the University and any associated organization, non-profit corporation, foundation, institute, or similar entity that substantially relies upon University resources or personnel to carry out its mission.

*ARTICLE II*

*DELEGATION OF AUTHORITY*

SECTION I. DELEGATION OF AUTHORITY TO THE PRESIDENT.

The Board delegates to the president authority to act as chief executive officer of the University, with such general executive management and administrative authority over the University as is reasonable and necessary to carry out the policies and directives of the Board, subject to the limitations noted in Article II, Section II below.

SECTION II. LIMITATIONS UPON PRESIDENTIAL AUTHORITY.

The authority delegated to the president is limited by the following:

- (a) the provisions of the University Charter and the Constitution of the State of Minnesota;
- (b) the provisions of *Board Bylaws*;
- (c) the provisions of Board policies and directives, including specifically Article I of this policy; and
- (d) the directive that the president shall notify the Board of any matter not otherwise addressed in this section that significantly involves the authority and role of the Board, including its fiduciary, oversight, and public accountability responsibilities.

SECTION III. DELEGATION OF AUTHORITY BY THE PRESIDENT.

Subd. 1.

Unless otherwise restricted by specific Board policies or directives, the president shall be responsible for delegating general executive management and administrative authority to other executive officers and employees as necessary and prudent, including authority to execute contracts and other legal documents. The president may condition, limit, or revoke any presidential authority so delegated.

Subd. 2.

All delegations and revocations under this section shall be in writing, name the position to whom such authority is delegated, describe the scope and limitations of such authority, and prescribe the extent to which such authority may be further sub-delegated.

Subd. 3.

All delegations and revocations under this section shall be reviewed as to form, legality, and consistency by the general counsel.

Subd. 4.

Annually, the president shall report to the Board significant changes to the delegations.

SECTION IV. DELEGATION OF AUTHORITY TO THE CHAIR AND VICE CHAIR.

The chair and vice chair of the Board shall have such authority as is authorized by *Board Bylaws* and policies and is customarily exercised by such officers of a corporation. The chair

shall have authority to execute any and all instruments and documents on behalf of the Board.

**SECTION V. DELEGATION OF AUTHORITY TO THE BOARD SECRETARY, TREASURER, GENERAL COUNSEL, AND CHIEF AUDITOR.**

The secretary, treasurer, general counsel, and chief auditor shall have authority to perform such duties for the Board as provided by *Board Bylaws*, policies, and directives.

The secretary shall have authority to execute such instruments and documents that would customarily devolve upon a corporate officer and are usual to that office.

The secretary and the general counsel shall have authority to accept legal service on behalf of the University.

The chief auditor reports to the Board and may perform audits at the request of the president. By invitation, the chief auditor may participate on the president's cabinet.

The chief auditor and the general counsel shall notify the Board of any matter that significantly involves the authority and role of the Board, including its fiduciary, oversight, and public accountability responsibilities, or if it raises unusual questions of public interest or public policy, has significant impact on the University's mission, or poses a significant risk to the University.

**SECTION VI. CONFORMANCE WITH THIS POLICY.**

**Subd. 1.**

Any request or demand by a Board member for action must be consistent with the written policies, rules, and regulations of the Board and the University.

**Subd. 2.**

No executive officer or employee of the University shall have any authority to take any action or make any representation on behalf of the University beyond the scope of, or materially inconsistent with, the authority delegated to such executive officer or employee as provided in this policy.

**Subd. 3.**

The secretary and the general counsel each shall have the duty to inform the Board of any existing or proposed Board policy or directive that is inconsistent with or alters the delegations of authority as provided in this policy.

**REPORT OF THE LITIGATION REVIEW COMMITTEE**

Regent T. Johnson, chair of the committee, reported that the committee held a special meeting on February 13, 2024. At that meeting, the committee considered and adopted a resolution that authorized the closing of the meeting. In the closed meeting, discussion was held on matters subject to the attorney-client privilege.

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

**RESOLUTION TO CONDUCT NON-PUBLIC MEETING OF THE BOARD OF REGENTS TO DISCUSS ATTORNEY-CLIENT PRIVILEGED MATTERS**

A motion was made and seconded that the following resolution be adopted:

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

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(b), a non-public meeting of the Board of Regents be held on Friday, March 8, 2024, in the Boardroom, 600 McNamara Alumni Center, for the purpose of an attorney-client privileged discussion of litigation, including the following:

- I. *In re College Athlete NIL Litigation*, No. 4:20-cv-03919 (N.D. Cal.)
- II. *Carter v. NCAA*, No. 3:23-cv-06325 (N.D. Cal.)
- III. *Hubbard v. NCAA*, No. 4:23-cv-01593 (N.D. Cal.)

The Board voted unanimously to adopt the resolution and the public portion of the meeting ended at 11:45 a.m.

The docket materials for this item begin on page 125. The closed-captioned video of this item is [available here](#).

Regents present for the non-public portion: Janie Mayeron, presiding; Douglas Huebsch, Mike Kenya, James Farnsworth, Robyn Gulley, Ruth Johnson, Tadd Johnson, Mary Turner, Kodi Verhalen, and Penny Wheeler.

Staff present for the non-public portion: Interim President Jeffrey Ettinger; Executive Vice President and Provost Rachel Croson; Vice President Julie Tonneson; General Counsel Douglas Peterson; Executive Director Brian Steeves; Chief Auditor Quinn Gaalswyk; and Chief Public Relations Officer Chuck Tombarge.

Others present for the non-public portion: Brent Benrud, Jeremiah Carter, Mark Coyle, Kevin Gomer, Maggie Marchesani, Brian Slovut, and Jon Steadland.

The meeting adjourned at 1:42 p.m.



**BRIAN R. STEEVES**  
**Executive Director and**  
**Corporate Secretary**



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Litigation Review Committee  
March 18, 2024**

A special meeting of the Litigation Review Committee of the Board of Regents was held on Monday, March 18, 2024, at 2:00 p.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: Tadd Johnson, presiding; Ruth Johnson, Mike Kenyanya, Janie Mayeron, and Mary Turner.

Staff present: Interim President Jeffrey Ettinger; General Counsel Douglas Peterson; Executive Director Brian Steeves, and Chief Auditor Quinn Gaalswyk.

Others present: Joseph Coffey, Mark Coyle, Maggie Marchesani, Eric Olson, Frank Scherkenbach, Shannon Schooley, Brian Slovut, and Jon Steadland.

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

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

The meeting convened in public session at 2:03 p.m. A motion was made and seconded that the following resolution be adopted:

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

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(b), a non-public special meeting of the Litigation Review Committee be held on Monday, March 18, 2024 at 2:00 p.m. in the West Committee Room, 600 McNamara Alumni Center, for the purpose of discussing attorney-client privileged matters including the following:

- I. *Randy Handel vs. The Board of Regents of the University of Minnesota*
- II. *Regents of the University of Minnesota v. AT&T, et al.*
- III. *In the Matter of GT Biopharma, Inc. (Subpoena)*

The committee voted unanimously to adopt the resolution and the public portion of the meeting ended at 2:04 p.m.

The meeting adjourned at 3:19 p.m.

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

**BRIAN R. STEEVES**  
Executive Director and  
Corporate Secretary



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Report of the President

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger

## **PURPOSE & KEY POINTS**

It is customary for the Interim President to report on items of interest to the University community at each Board meeting.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Report of the Chair

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent Janie S. Mayeron

## **PURPOSE & KEY POINTS**

It is customary for the Chair to report on items of interest to the University community at each Board meeting.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Consent Report

Review

Review + Action

Action

Discussion

*This is a report required by Board policy.*

**PRESENTERS:** Regent Janie S. Mayeron

## PURPOSE & KEY POINTS

### A. Gifts

The Board Chair and Interim President recommend approval of the Summary Report of Gifts to the University through March 31, 2024.

### B. Report of the Naming Committee

The Interim President recommends approval of the Naming Committee recommendation, forwarded to the Board in a letter dated May 3, 2024.

### C. Report of the All-University Honors Committee

The Interim President recommends approval of the All-University Honors Committee recommendations, forwarded to the Board in a letter dated May 3, 2024.

## RECOMMENDATIONS

The Interim President recommends approval of the Consent Report with the exception of the acceptance of gifts from the Hormel Foundation.

Chair Mayeron recommends approval of the acceptance of gifts from the Hormel Foundation.

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

**May 2024 Regents Meeting**

	February		Year-to-Date	
	2024	2023	07/01/23 02/29/24	07/01/22 02/28/23
<b>U of M Gift Receiving</b>	\$ 61,701	\$ 56,376	\$ 1,200,151	\$ 530,358
<b>Arboretum Foundation</b>	\$ 1,024,719	333,368	13,972,353	33,767,220
<b>Univ of MN Foundation</b>	\$ 27,294,503	27,899,262	234,223,289	210,793,276
<b>Total Gift Activity</b>	<b><u>\$ 28,380,923</u></b>	<b><u>\$ 28,289,006</u></b>	<b><u>\$ 249,395,793</u></b>	<b><u>\$ 245,090,854</u></b>

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

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

**Gifts to benefit the University of Minnesota**  
**Gifts received February 2024**

<b>Donor</b>	<b>Gift/Pledge</b>	<b>Purpose of Gift</b>
<b><u>\$1 Million and Over</u></b>		
Eleanor B Kennedy Estate	Gift	Medical School
Kurt Amplatz Estate	Gift	Medicine and Health; Undesignated
<b><u>\$500,000 - \$1,000,000</u></b>		
Caroline Czarnecki, Ph.D.	Gift	Medical School; School of Nursing
Harmon Killebrew-Danny Thompson Memorial Cancer Fdn Inc	Gift	Academic Clinical Affairs
<b><u>\$250,000 - \$500,000</u></b>		
Anonymous Donor	Gift	Medical School; Office of the Vice President for Finance and Operations
Cloverfields Foundation	Gift	Academic Clinical Affairs
Compeer Financial Fund of Chicago Community Foundation	Gift	Office of the Vice President for Research
Gary Gardner	Gift	College of Food, Agricultural and Natural Resource Sciences
Hormel Foundation	Gift	Office of the Vice President for Research
PTC Inc	Gift	College of Science and Engineering
Robert B Henton Residuary Trust	Gift	College of Food, Agricultural and Natural Resource Sciences
<b><u>\$100,000 - \$250,000</u></b>		
Anonymous Donor	Gift	Minnesota Landscape Arboretum
Douglas and Margaret Schmalz	Gift	Carlson School of Management
Duane Hilmas, D.V.M. and Barbara Hilmas	Gift	College of Veterinary Medicine
Eagles Fifth District Cancer Telethon	Gift	Academic Clinical Affairs
Eric Brooks and Anne Duke	Gift	Medical School
Erik Randall	Gift	College of Science and Engineering
Frances Durkin	Pledge	Carlson School of Management
Frederick B Wells Jr Trust	Gift	Medical School
Harold and Cynthia Goldfine	Pledge	Carlson School of Management
Helen Appell	Gift	College of Education and Human Development
Holmes/CSM Family Fdn	Gift	Carlson School of Management
Institute for Celestial Geodynamics	Gift	College of Science and Engineering
Katherine Eaton and Dana Eaton, Ph.D.	Pledge	College of Food, Agricultural and Natural Resource Sciences
Matthew and Julie Walter	Gift	Carlson School of Management
Ms Jessie L Hansen	Gift	Academic Clinical Affairs
Robert Anholt and Ann Waltner	Gift	College of Liberal Arts
Stanley and Hazelle Gordon	Gift	College of Science and Engineering
Steven Huchendorf	Pledge	Carlson School of Management
Theodore Pass	Gift	Office of Undergraduate Education
UnitedHealth Group Inc	Pledge	Medical School
Viljem Julijan Association for Children with Rare Diseases	Gift	Medical School
<b><u>\$50,000 - \$100,000</u></b>		
Advanced Endodontics	Gift	School of Dentistry
Brian Boettcher, Ed.D. and La Donna Boettcher	Pledge	College of Education and Human Development
Catherine McCurdy	Pledge	College of Education and Human Development
Frances H Graham Estate	Gift	Medical School
Gail Anderson, Ph.D.	Gift	College of Education and Human Development

**\$50,000 - \$100,000**

Keith and Amy Steva	Gift	College of Science and Engineering
Kim Do	Gift	School of Nursing
Margaret Johnson	Gift	Academic Clinical Affairs
Patch Fdn	Gift	Office of Undergraduate Education
Richard and Susan Heichert	Pledge	Intercollegiate Athletics

**\$25,000 - \$50,000**

3M Co	Gift	College of Science and Engineering; Carlson School of Management
Allianz Life Insurance Co of North America	Gift	College of Science and Engineering
Alta Oben	Pledge	University of Minnesota Duluth
Andrew Kalman	Pledge	Intercollegiate Athletics
Anoka County 4-H Leaders Council Inc	Gift	University of Minnesota Extension
Anonymous Donor Advised Fund-National Philanthropic Trust	Gift	Medical School
Anthony and Vicky Dorso	Gift	Medical School
Cargill Inc - Risk Management	Gift	College of Science and Engineering
Dutchtown Jumpers	Gift	Office of the Vice President for Research
ECMC Group Inc	Gift	Carlson School of Management
Ecolab Inc	Gift	College of Science and Engineering
Edward Brehm III and Kristin Brehm	Gift	Medical School
Eugene Francis Moore Estate	Gift	College of Food, Agricultural and Natural Resource Sciences
Holly and Jeffrey Parker	Gift	Office of Undergraduate Education
James Ould, M.H.A.	Gift	School of Public Health
Jamie and Tamara Thingelstad	Gift	College of Food, Agricultural and Natural Resource Sciences; University of Minnesota Extension
Joel and Nicole Kunza	Gift	Medical School
Joyce C Lebra Estate	Gift	Unrestricted
Katherine Wilson and Neil Sell	Gift	Carlson School of Management
Kristen Eide-Tollefson	Gift	College of Science and Engineering
Lisa TerHaar	Gift	Unrestricted
Martin and Diane Brandt	Gift	College of Liberal Arts
Mayo Clinic Health System	Gift	University of Minnesota Extension
Medtronic Inc	Gift	Carlson School of Management
Minnesota Lions Diabetes Foundation Inc	Gift	Medical School
Mostafa and Carol Kaveh	Gift	College of Science and Engineering
Nancy Brasel and Todd Noteboom	Pledge	Law School
Paul and Carol Boerger	Gift	Medical School
Raj and Raj Seekri	Gift	Office of Undergraduate Education
Robert Jeffery, Ph.D.	Gift	School of Public Health
Roger and Jane Arndt	Gift	College of Science and Engineering
Ronald Sit and Teresa Sit, D.D.S.	Gift	School of Dentistry
Ruth Sparrow	Gift	College of Science and Engineering
Susan Forstrom	Pledge	School of Nursing
Terra Foundation for American Art	Gift	Weisman Art Museum
Winifred H Thibault Estate	Gift	University of Minnesota Duluth
Zoetis Inc	Gift	College of Veterinary Medicine

**\$10,000 - \$25,000**

Anonymous Donor	Gift	College of Food, Agricultural and Natural Resource Sciences
Advocates for Better Health	Gift	Medical School
Alice Senechal	Gift	Law School
Allen McNee and Mary Quinn	Gift	Intercollegiate Athletics
American Cancer Society Inc	Gift	Office of the Vice President for Research



**\$10,000 - \$25,000**

American Crystal Sugar Co	Gift	College of Food, Agricultural and Natural Resource Sciences
Amy and Richard Gammill	Gift	College of Food, Agricultural and Natural Resource Sciences
Ann Williamson	Gift	Academic Clinical Affairs
Anna Gerenday	Gift	College of Food, Agricultural and Natural Resource Sciences
Bailey Nurseries Inc	Gift	Minnesota Landscape Arboretum
Brenda Weigel, M.D. and Ross Bartels	Gift	Medical School
Catherine Bendel, M.D. and Joseph Nuñez	Gift	Medical School
Cindy and Samuel Hanson	Gift	Medical School
Coon Creek Watershed District	Gift	College of Food, Agricultural and Natural Resource Sciences
Cy and Paula DeCosse	Gift	College of Liberal Arts
David Johnson and Mary Phillipp	Gift	University of Minnesota Duluth
David and Lisa Bertler	Gift	College of Biological Sciences
Debra Yerys and Mitchell Bergner	Gift	Minnesota Landscape Arboretum
Debra and Richard Morrin	Gift	Medical School
Donaldson Co Inc	Gift	College of Food, Agricultural and Natural Resource Sciences; Carlson School of Management
Donn Sandell	Gift	College of Veterinary Medicine
Edith H Lynum Trust	Gift	Medical School
Elizabeth C Wagner Trust	Gift	Office of Undergraduate Education
Gillette Children's Specialty Healthcare	Gift	Academic Clinical Affairs
H H Weinert Fdn	Gift	University of Minnesota Duluth
Harlan Boss Foundation for the Arts	Gift	College of Liberal Arts
Harold and Dorothy Markowitz	Gift	Intercollegiate Athletics; College of Food, Agricultural and Natural Resource Sciences
James Rice, Ph.D. and Judith Rice	Gift	School of Public Health
Jane Cowles	Gift	College of Food, Agricultural and Natural Resource Sciences
Jay and Linh Peters	Gift	Carlson School of Management
Jennifer Read, M.D.	Gift	College of Veterinary Medicine
Joanne Disch, R.N., Ph.D. and Jane Barnsteiner	Gift	School of Nursing
Joseph and Sara Pohlad	Gift	Medical School
Julie and Charles Zelle	Pledge	Carlson School of Management
Karen and Richard Foy	Gift	Intercollegiate Athletics
Kathleen and Wayne Volland	Gift	College of Veterinary Medicine
Kenneth and Kim Nelson	Gift	University of Minnesota Extension
Kenneth and Rebecca Severud	Gift	Medical School
Laine and Tiffani Brantner	Gift	Intercollegiate Athletics
Lillehei Family Charitable Fdn	Gift	Medical School
Lisa Opoku Busumbru and Loki Muthu	Gift	College of Liberal Arts
MJ Brunn Fund of Renaissance Charitable Fdn	Gift	Minnesota Landscape Arboretum
Manjusha Shankaradas and James Friedmann	Gift	Medical School
Margro R. Long Trust	Gift	Medical School
Mark and Laurie Davis	Gift	College of Food, Agricultural and Natural Resource Sciences
Mary Ann Cameron	Gift	Minnesota Landscape Arboretum
Mary Moon Foundation Inc	Gift	Academic Clinical Affairs
McCulloch Char Lead Trust 1	Gift	School of Public Health
Michael and Joyce Kurus	Gift	College of Liberal Arts
Minnesota Twins	Gift	Medical School
Mr Harold E Sand	Gift	Minnesota Landscape Arboretum

**\$10,000 - \$25,000**

Mr William C Keeler	Gift	Minnesota Landscape Arboretum
Nancy Ambrose	Gift	College of Food, Agricultural and Natural Resource Sciences
Nancy and Richard Perrine	Gift	Carlson School of Management
Robert B Chapman Estate	Gift	College of Science and Engineering
Roland Rothenberger	Gift	Medical School
Ruth and Dale Bachman	Gift	Earl E. Bakken Center for Spirituality and Healing
Scheels All Sports Inc	Gift	Medical School
Schneiderman's Furniture Inc	Gift	Medical School
Stroller White, Ph.D. and Linda White	Gift	College of Liberal Arts
Team 8 Inc	Gift	Medical School
Terrence L Smith Estate	Gift	College of Liberal Arts
Thomas and Kristin Holtz	Gift	College of Liberal Arts
Thomas and Shannon Killilea	Gift	College of Science and Engineering
Todd and Nancy Fredin	Gift	College of Science and Engineering
Todd and Tammie Zarfos	Gift	College of Science and Engineering
Trudy Richter	Gift	College of Education and Human Development
U S Bank	Gift	Medical School; Carlson School of Management

**\$5,000 - \$10,000**

Abraham Jacob, M.D., M.H.A. and Christine Anderson Jacob, Ph.D.	Gift	Medical School
Alexander Jones	Gift	Academic Clinical Affairs
Allstate	Gift	Intercollegiate Athletics
Andersen Windows Inc	Gift	Carlson School of Management
Ann and Thomas Schwalen	Gift	College of Veterinary Medicine
Anonymous Donor	Gift	Academic Clinical Affairs
Anonymous Donor	Gift	Office of Undergraduate Education
Arnold Alanen, Ph.D. and Lynn Bjorkman	Gift	College of Liberal Arts
Bank of America	Gift	Carlson School of Management
Barbara Lurie, M.D. and Keith Lurie, M.D.	Gift	Medical School
Bert and Gayle Blyleven	Gift	Medical School
CHR Hansen Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Carrie Ramey	Gift	Medical School
Center for Computer-Assisted Legal Instruction	Gift	Law School
Chester Meyers	Gift	Minnesota Landscape Arboretum
Christine Bunting	Gift	Libraries
Chubb Charitable Foundation	Gift	University of Minnesota Morris
Cynthia and Stephen Lehmkuhle	Gift	University of Minnesota Rochester
David and Joan St. Peter	Gift	Medical School
Deborah and Allan Schneider	Gift	Academic Clinical Affairs
Diane Stockman	Gift	Law School
Eleanor Hall and Roger Hale	Gift	Humphrey School of Public Affairs
Elizabeth Kittelson	Gift	College of Liberal Arts
Gary and Meridee Ofstedahl	Gift	Office of the Vice President for Research
Grain Millers Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Hawkins Inc	Gift	Minnesota Landscape Arboretum
Helga Leitner and Eric Sheppard	Gift	College of Liberal Arts
Iris and Steven Borowsky	Gift	Academic Clinical Affairs
Jan Ormasa and Thomas Hiendlmayr	Gift	College of Education and Human Development

**\$5,000 - \$10,000**

Jeremiah and Karla Konz	Gift	University of Minnesota Morris
John Riley	Gift	College of Liberal Arts
Justin Morneau	Gift	Medical School
Katherine Siggerud and James Jones Jr.	Gift	Humphrey School of Public Affairs
Kristen Wenker	Gift	College of Liberal Arts
Land O'Lakes Inc	Gift	Carlson School of Management
Leaetta Hough, Ph.D. and Robert Muschewske, Ph.D.	Gift	Medical School
Leonberger Health Foundation	Gift	College of Veterinary Medicine
Lloyd and Karen Kepple	Gift	Medical School
MPowered Capital	Gift	Carlson School of Management
Mary Ann Smith, Ph.D. and Lowery Smith	Gift	College of Education and Human Development
Matt and Cathi Williams	Gift	Medical School
Mendon F Schutt Family Fund-Mpls Fdn	Gift	Unrestricted; Minnesota Landscape Arboretum
Michael and Linda Fiebelkorn	Gift	Academic Clinical Affairs
Minnesota Dental Foundation	Gift	School of Dentistry
Morris Area Fastpitch Association	Gift	University of Minnesota Morris
North Central Cheese Industries Association	Gift	College of Food, Agricultural and Natural Resource Sciences
Philip Heller	Gift	Libraries
Philip Rickey	Gift	Undesignated
Polaris Inc	Gift	Carlson School of Management
Press-Sure Printing Inc	Gift	Intercollegiate Athletics
RJW Foundation	Gift	Intercollegiate Athletics
Rachel Pribyl	Gift	Academic Clinical Affairs
Richard Bertin, Ph.D. and Catherine Bertin	Gift	College of Pharmacy
Robert Sathe	Pledge	Intercollegiate Athletics
Rosen Family Fdn Inc	Gift	University of Minnesota Extension
Sally Wagner and Kent Severson	Gift	College of Education and Human Development; College of Science and Engineering
Saputo Dairy Foods USA LLC	Gift	College of Food, Agricultural and Natural Resource Sciences
Stephen and Margaret Grinnell	Gift	College of Education and Human Development
Stratasys Ltd	Gift	Medical School
Stuart and Katherine Nielsen	Gift	College of Liberal Arts
Tai Liang	Gift	College of Science and Engineering
Takeda Pharmaceuticals USA Inc	Gift	Carlson School of Management
Target Corporation	Gift	Law School
Teambackers	Gift	University of Minnesota Crookston
Teri Cuddy	Gift	Medical School
Thaddeus Levine	Gift	Medical School
Thomas and Barbara Votel	Gift	Medical School
Varde Partners Inc	Gift	Carlson School of Management
Wet Paint Artists Materials	Gift	College of Liberal Arts
Zinpro Corp	Gift	College of Veterinary Medicine

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

**May 2024 Regents Meeting**

	March		Year-to-Date	
	2024	2023	07/01/23 03/31/24	07/01/22 03/31/23
<b>U of M Gift Receiving</b>	\$ 498,722	\$ 41,763	\$ 1,698,873	\$ 572,121
<b>Arboretum Foundation</b>	\$ 634,249	539,664	14,606,602	34,306,884
<b>Univ of MN Foundation</b>	\$ 17,765,715	22,651,603	251,989,004	233,444,879
<b>Total Gift Activity</b>	<b><u>\$ 18,898,686</u></b>	<b><u>\$ 23,233,030</u></b>	<b><u>\$ 268,294,479</u></b>	<b><u>\$ 268,323,884</u></b>

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

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

**Gifts to benefit the University of Minnesota**  
**Gifts received March 2024**

<b>Donor</b>	<b>Gift/Pledge</b>	<b>Purpose of Gift</b>
<b><u>\$500,000 - \$1,000,000</u></b>		
D. Christian and Amy Koch	Pledge	Carlson School of Management
Harold and Judy Walter	Pledge	Carlson School of Management
Karin L Larson Estate	Gift	College of Continuing and Professional Studies
<b><u>\$250,000 - \$500,000</u></b>		
Anthony and Cynthia Fiorillo	Gift	Intercollegiate Athletics
Eagles Fifth District Cancer Telethon	Gift	Office of the Vice President for Research
Lucy Chang, Ph.D.	Gift	Medical School
The Next Edison	Gift	College of Liberal Arts; College of Veterinary Medicine; Humphrey School of Public Affairs; Law School; School of Public Health
<b><u>\$100,000 - \$250,000</u></b>		
Anonymous Donor	Gift	Intercollegiate Athletics
Don and Lorraine Freeberg Foundation	Gift	Carlson School of Management
Hormel Foundation	Gift	Office of the Vice President for Research
Howard Merrill	Gift	College of Science and Engineering
James Rice, Ph.D. and Judith Rice	Pledge	School of Public Health
Lucy Rorke-Adams, M.D.	Gift	Medical School
Michael Lewis	Pledge	Intercollegiate Athletics
Paula Patineau Fund at Fidelity	Pledge	Minnesota Landscape Arboretum
Phillip and Virginia Schultz	Gift	University of Minnesota Morris
Pioneer Hi-Bred International Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Stuart and Sara Lucks	Pledge	College of Liberal Arts
William F Sampson Estate	Gift	College of Education and Human Development; Intercollegiate Athletics
<b><u>\$50,000 - \$100,000</u></b>		
American Cancer Society Inc	Gift	Academic Clinical Affairs; Office of the Vice President for Research
Anonymous Donor	Gift	University of Minnesota Duluth
Barbara Schaller	Gift/ Pledge	College of Science and Engineering
Brian and Susie Zachman	Gift	University of Minnesota Duluth
Celia Orr-Elzay	Gift	School of Dentistry
Dale Lundgren, Ph.D.	Gift	College of Science and Engineering
David Lucas, M.D. and Margaret Lucas	Gift	Humphrey School of Public Affairs
Edward and Cora Remus	Gift	College of Science and Engineering
Ellen Michelson	Gift	Libraries
GN Hearing Care Corp	Gift	College of Liberal Arts
Helen S Henton Trust	Gift	University of Minnesota Foundation
James Howitz, Ph.D.	Gift	College of Food, Agricultural and Natural Resource Sciences
James and Debra Andrews	Gift	College of Veterinary Medicine; College of Science and Engineering
Jeffrey and Mary Scott	Pledge	Carlson School of Management; College of Liberal Arts
Jet Linx Aviation	Gift	Medical School
John Dunne, M.D. and Mary Dunne	Gift	Libraries
Lauren and Mark Nelson	Pledge	Intercollegiate Athletics
Mark and Diane Gorder Charitable Trust	Gift	Carlson School of Management
Medtronic Inc	Gift	Undesignated

**\$50,000 - \$100,000**

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Minnesota Corn Growers Association Gift  
Minnesota Lions Vision Foundation Inc Gift  
Patricia S Kane Estate Gift

Minnesota Landscape Arboretum; University of Minnesota Extension; College of Food, Agricultural and Natural Resource Sciences  
Medical School  
Global Programs and Strategy Alliance

**\$25,000 - \$50,000**

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American Academy of Orthopaedic Surgeons Gift  
Ann and Thomas Schwalen Gift  
Anonymous Donor Gift  
Anonymous Donor Gift  
Bray Family Trust Gift  
Carole I Mannheim Estate Gift  
Catherine and William Milota Gift  
Christopher Dunne Gift  
David Huml Gift  
Earl and Doris Bakken Fdn Gift  
General Mills Inc Gift  
Germaine Guillaume, Ph.D. and Francis Guillaume, Ph.D. Gift  
Jack Newcomb Gift  
James Vacek, D.D.S. and Deborah Vacek Gift  
James and Julianne Chosy Gift  
Jeannine Rivet and Warren Herreid II Gift  
Joanne and Paul Worlein Gift  
Johnson & Johnson Services Inc Gift  
Judith Kopperud Pledge  
Kenneth Epstein, Ph.D. Gift  
Marguerite Henry Family Trust Gift  
Michael Berndt, Ph.D. and Sue Berndt Gift  
Minnesota Masonic Charities Gift  
Patricia and Thomas Peterson Gift  
Rudolf Dankwort Gift  
Sandra Savik and Joseph Tashjian, M.D. Pledge  
Scott Cooper Gift  
Timothy Metcalf, D.V.M. Pledge  
Ward and Kathleen Armstrong Pledge

Medical School  
College of Veterinary Medicine  
College of Veterinary Medicine  
College of Science and Engineering  
Medical School  
College of Veterinary Medicine  
Intercollegiate Athletics  
Libraries  
Intercollegiate Athletics; Minnesota Landscape Arboretum  
Earl E. Bakken Center for Spirituality and Healing  
College of Science and Engineering  
Medical School  
College of Education and Human Development  
School of Dentistry  
Law School  
Minnesota Landscape Arboretum  
Office of the Vice President for Research  
Undesignated  
College of Liberal Arts  
College of Science and Engineering  
College of Education and Human Development  
College of Science and Engineering  
Undesignated; Medical School  
Minnesota Landscape Arboretum  
Medical School  
College of Food, Agricultural and Natural Resource Sciences  
Medical School  
Academic Clinical Affairs  
Carlson School of Management

**\$10,000 - \$25,000**

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Arlene Carney, Ph.D. and Edward Carney, Ph.D. Gift  
Audubon Chapter Of Minneapolis Gift  
BRAIV Foundation Gift  
Bakken Family WRC Foundation Gift  
Benno & Gertrude Wolff Family Fund-St Paul & Minnesota Fdn Gift  
Bernard and Norma Gaffron Gift  
Best Buy Purchasing LLC Gift  
Bristol-Myers Squibb Fdn Inc Gift  
Cargill Inc Gift  
Craig and Robin Dahl Gift  
David Fine, M.H.A. and Susan Fine Gift

College of Liberal Arts  
College of Food, Agricultural and Natural Resource Sciences  
Academic Clinical Affairs  
Intercollegiate Athletics  
Law School  
Intercollegiate Athletics  
Carlson School of Management  
College of Pharmacy  
Minnesota Landscape Arboretum  
Medical School  
School of Public Health

**\$10,000 - \$25,000**

Delta Dental of Minnesota Foundation	Gift	College of Education and Human Development; Intercollegiate Athletics
Donald and Patricia Garofalo	Gift	Medical School
Donn Sandell	Gift	College of Veterinary Medicine
Dorothy A Patterson Estate	Gift	Medical School
Driscoll Fdn	Gift	School of Dentistry
Ergodyne Corp	Gift	Medical School
Erik and Janelle Rasmussen	Gift	College of Science and Engineering
Fiberstar Bio-Ingredient Technologies Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Francis Busta and Jean Kinsey	Gift	College of Food, Agricultural and Natural Resource Sciences
Francis Lobo, Ph.D. and Chitralekha Telang-Lobo, Ph.D.	Gift	College of Pharmacy
Fredrikson & Byron Foundation	Gift	Carlson School of Management; College of Food, Agricultural and Natural Resource Sciences
Gerald Marrion	Gift	School of Nursing
Grace Newhall Strangis	Gift	College of Science and Engineering
Gregory and Beatrice Parker	Gift	College of Science and Engineering
Hullsiek & Allen Memorial Fund-St Paul & Minnesota Fdn	Gift	Medical School
International Society for Heart and Lung Transplant	Gift	Medical School
J. Peter and Carla Paulson	Gift	Carlson School of Management
Jack Sattel and Karen Sontag-Sattel	Gift	College of Science and Engineering
James Ford Bell Foundation	Gift	College of Veterinary Medicine; Minnesota Landscape Arboretum
Jana Kemp	Gift	University of Minnesota Extension
Jayshree Seth, Ph.D. and Raghunath Padiyath	Gift	College of Science and Engineering
Jenny Verner	Gift	Minnesota Landscape Arboretum
John Greene, Ph.D. and Betty Greene	Gift	University of Minnesota Duluth
John Hoffman	Pledge	University of Minnesota Duluth
John Simpson, Ph.D. and Carol Simpson, Ph.D.	Gift	College of Liberal Arts
Jonathon and Ann Kemske	Gift	College of Design
Joseph and Kelly Thell	Pledge	University of Minnesota Duluth
Julie Hoff, Pharm.D.	Gift	Minnesota Landscape Arboretum; College of Pharmacy
KAO USA Inc.	Gift	University of Minnesota Duluth; Various Colleges
KPMG Foundation	Gift	Various Colleges
Karen Hawley, Ph.D. and Charlaine Tolkien	Gift	Intercollegiate Athletics
Kathleen Rice and Gregory Loek	Gift	University of Minnesota Morris
Keith and Noralane Lindor	Gift	College of Food, Agricultural and Natural Resource Sciences
Kristen and David Kowalski	Gift	Medical School
L E Phillips Family Fdn Fund Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Larry and Marilyn Fields	Gift	University of Minnesota Duluth
Laura and David Newinski	Gift	Carlson School of Management
Lenore Danielson	Gift	College of Liberal Arts
Leon Hoyer, M.D. and Ann Bailey	Gift	Medical School
Linda Watts and Winthrop Watts Jr., Ph.D.	Gift	College of Science and Engineering
Lorin DeBonte and Serpil Metin	Gift	Minnesota Landscape Arboretum
Luke and Ione Hayes	Gift	Medical School
MHealth Fairview Health Services	Gift	Medical School

**\$10,000 - \$25,000**

Marcia Sullivan	Gift	Medical School
Margery Philipson	Gift	College of Science and Engineering
Minnesota Hobby Beekeepers Association	Gift	College of Food, Agricultural and Natural Resource Sciences
Minnesota Twins	Gift	Medical School
Mithun Family Fdn	Gift	Minnesota Landscape Arboretum
Ms Barbara Koch	Gift	Intercollegiate Athletics
Old National Bancorp	Gift	Medical School
Paul Mitchell	Gift	Intercollegiate Athletics
PriceWaterhouseCoopers Fdn	Gift	College of Liberal Arts
Proto Labs Foundation of the Minneapolis Foundation	Gift	Office for Equity and Diversity
R. Vance Morey and Karen Paulsen	Gift	College of Food, Agricultural and Natural Resource Sciences
RBC Wealth Management	Gift	Northrop
RSM US Foundation	Gift	Carlson School of Management; University of Minnesota Duluth
Robert Schumacher	Gift	College of Education and Human Development
SM Energy Co	Gift	University of Minnesota Duluth
Sharon Grimes	Pledge	College of Liberal Arts
Stephen Nelson and Joan Bren	Gift	College of Food, Agricultural and Natural Resource Sciences
Steven and Mary Gangelhoff	Gift	Office of Undergraduate Education
Tennant Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences
Todd and Tammie Zarfos	Gift	College of Science and Engineering
Toro Company	Gift	Carlson School of Management; Minnesota Landscape Arboretum
Voya Foundation	Gift	Various Colleges
William and Mary Paustis	Gift	Medical School

**\$5,000 - \$10,000**

ADAMA US	Gift	College of Food, Agricultural and Natural Resource Sciences
Ann Jaede	Gift	College of Education and Human Development
Blaze Credit Union	Gift	College of Food, Agricultural and Natural Resource Sciences
Bob and Shelley Motzko	Gift	Intercollegiate Athletics
Bolton & Menk	Gift	Minnesota Landscape Arboretum
Bonnie Hatten and Harry Orr, Ph.D.	Gift	Medical School
Bure Family Wines	Gift	Medical School
Center for Computer-Assisted Legal Instruction	Gift	Law School
Christmas Lake Partners LLC	Gift	Minnesota Landscape Arboretum
Christopher Ruud	Gift	Law School
Compeer Financial	Gift	College of Food, Agricultural and Natural Resource Sciences
Constance Bohan and John Bohan Jr.	Gift	Carlson School of Management
DFA Corporation	Gift	College of Food, Agricultural and Natural Resource Sciences
Dana Johnson, M.D., Ph.D. and Mary Jo Spencer, M.P.H.	Gift	Medical School
Danone US LLC	Gift	College of Food, Agricultural and Natural Resource Sciences
Eberle Scholarship Fund of Saint Paul/Minnesota Fdn	Gift	College of Food, Agricultural and Natural Resource Sciences



**\$5,000 - \$10,000**

Fairview Ridges Medical Staff	Gift	Academic Clinical Affairs
Fraternal Order of Eagles 703	Gift	Office of the Vice President for Research
Greenspring Media LLC	Gift	Medical School
Gregory Damberg, M.D. and Julia Perpich, M.D.	Gift	Medical School
Helen Pang	Gift	Medical School
Idaho Milk Products	Gift	College of Food, Agricultural and Natural Resource Sciences
International College of Dentists	Gift	School of Dentistry
Jane Denovchek and Michael Harwell	Gift	College of Education and Human Development
Janelle Olson and Andrew Olson, M.D.	Gift	Medical School
Jean and Johan Akesson	Pledge	Carlson School of Management
Kirsten Schneider	Gift	Intercollegiate Athletics
Kiyoshi and Maureen Nakasaka	Gift	Humphrey School of Public Affairs
Knockout ALD	Gift	Medical School
Linda Grover, Ed.D. and Tim Grover	Gift	University of Minnesota Duluth
Marie and Richard Rodier	Gift	Intercollegiate Athletics
Marilee Miller, M.D. and John Miller	Gift	School of Nursing
Mars Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Martin and DeAnne Johnson	Gift	University of Minnesota Extension
Mary and Peter Vorbrich	Gift	Medical School
Mathew and Amanda Arens	Gift	Medical School
Medical Alley Association	Gift	Minnesota Landscape Arboretum
Minnesota Geotechnical Society	Gift	College of Science and Engineering
Minnesota Hockey Fights Cancer	Gift	Academic Clinical Affairs
Mower County Employees Credit Union	Gift	Office of the Vice President for Research
Mrs Helen S Mears Estate	Gift	Office of the Vice President for Research
Nestle	Gift	College of Food, Agricultural and Natural Resource Sciences
NetSPI	Gift	Medical School
Omni Bridgeway	Gift	Medical School
P H Lang Family Charitable Fund at Schwab	Gift	Minnesota Landscape Arboretum
Patricia Erlandson	Gift	Medical School
Phil Simon	Gift	Intercollegiate Athletics
Philip Rickey	Gift	College of Design
QualiTru Sampling Systems	Gift	College of Veterinary Medicine
Red Cow & Red Rabbit	Gift	Medical School
Robert and Linda Erlandson	Gift	College of Science and Engineering
Ruth Nordenbrook	Gift	School of Public Health
Ryan and Elizabeth Horton	Gift	University of Minnesota Duluth
Sally and Michael Holmberg	Gift	College of Food, Agricultural and Natural Resource Sciences
Sandra and Brian Kamin	Gift	Intercollegiate Athletics
Sara Brown	Gift	Medical School
Sargento Foods Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Scott Carlson and Katharine Miller	Gift	College of Liberal Arts
Shell Lake Amish Church	Gift	Academic Clinical Affairs
Skin Rejuvenation Clinic PA	Gift	Medical School
Steven Novotny	Gift	Academic Clinical Affairs
The Huml Charitable Fund at Ayco Charitable Foundation	Gift	Minnesota Landscape Arboretum
The Ohio State University	Gift	College of Veterinary Medicine
Travail Kitchen & Amusements	Gift	Medical School

**\$5,000 - \$10,000**

Travis Swenson	Gift	Medical School
Tyson Foods, Inc	Gift	College of Veterinary Medicine
Valley Queen Cheese Factory Inc	Gift	College of Food, Agricultural and Natural Resource Sciences
Voyage Wealth Architects	Gift	Medical School
Walter Wilson, M.D.	Gift	College of Veterinary Medicine
William Anderson, Ph.D. and Rochelle Anderson	Gift	College of Continuing and Professional Studies
Wilson Scholarship Trust Fund	Gift	College of Science and Engineering



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Recognition of Senior Vice President for Finance and Operations

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent Janie S. Mayeron  
Interim President Jeffrey Ettinger

## **PURPOSE & KEY POINTS**

The purpose of this item is to recognize the distinguished and exemplary service of Myron Frans, outgoing Senior Vice President for Finance and Operations. Since joining the University in 2020, Mr. Frans has exhibited superb stewardship of institutional resources that have enhanced the University’s strong financial position and fostered ongoing operational excellence. His commitment and contributions have been instrumental in the implementation of the MPact 2025 Systemwide Strategic Plan.

## **BACKGROUND INFORMATION**

The Certificate of Recognition recognizes significant achievement by members of the University community who have attained unusual distinction, in accordance with Board of Regents Policy: *Awards, Honors and Recognition*.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Board of Regents

May 10, 2024

**AGENDA ITEM:** Distinguished McKnight University Professor Awards

Review

Review + Action

Action

Discussion

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## PURPOSE & KEY POINTS

To recognize the 2024 Distinguished McKnight University Professors:

- **David R Boulware**, Medicine (Infectious Diseases and International Medicine), Medical School, Twin Cities
- **Peter Bruggeman**, Mechanical Engineering, College of Science and Engineering, Twin Cities
- **Paul Dauenhauer**, Chemical Engineering and Materials Science, College of Science and Engineering, Twin Cities
- **Joshua M. Feinberg**, Earth and Environmental Sciences, College of Science and Engineering, Twin Cities
- **Jasmine Foo**, Mathematics, College of Science and Engineering, Twin Cities
- **Jason D. Hill**, Bioproducts and Biosystems Engineering, College of Food, Agricultural and Natural Resource Sciences, Twin Cities
- **R. Stephanie Huang**, Experimental and Clinical Pharmacology, College of Pharmacy, Twin Cities
- **Ronald R. Krebs**, Political Science, College of Liberal Arts, Twin Cities
- **Nathan Kuncel**, Psychology, College of Liberal Arts, Twin Cities
- **Chad L. Myers**, Computer Science and Engineering, College of Science and Engineering, Twin Cities
- **Eric W. Seabloom**, Ecology, Evolution and Behavior, College of Biological Sciences, Twin Cities
- **Changquan Calvin Sun**, Pharmaceuticals, College of Pharmacy, Twin Cities

## BACKGROUND INFORMATION

The Distinguished McKnight University Professorship program recognizes outstanding faculty members who have recently achieved full professor status. Recipients hold the title “Distinguished McKnight University Professor” for as long as they remain employed at the University of Minnesota. The winners were chosen on the merit of their scholarly achievements and the potential for greater attainment in the field; the extent to which their achievements have brought distinction for the

University of Minnesota; the quality of their teaching and advising; and their contributions to the wider community. The award consists of a grant to support their academic work over a five-year period.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 10, 2024

**AGENDA ITEM:** McKnight Land-Grant Professors

Review

Review + Action

Action

Discussion

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## PURPOSE & KEY POINTS

To recognize the 2024 McKnight Land-Grant Professors:

- **Shir Alon**, Asian and Middle Eastern Studies, College of Liberal Arts, Twin Cities
- **Madelaine C. Cahuas**, Geography, Environment and Society, College of Liberal Arts, Twin Cities
- **Michelle A. Calabrese**, Chemical Engineering and Materials Science, College of Science and Engineering, Twin Cities
- **Ryan J. Caverly**, Aerospace Engineering and Mechanics, College of Science and Engineering, Twin Cities
- **Michelle Chu**, Mathematics, College of Science and Engineering, Twin Cities
- **Michael Coughlin**, Physics and Astronomy, College of Science and Engineering, Twin Cities
- **Serra M. Hakyemez**, Anthropology, College of Liberal Arts, Twin Cities
- **Carlye Lauff**, Product Design, College of Design, Twin Cities
- **Courtney C. Roberts**, Chemistry, College of Science and Engineering, Twin Cities
- **Heidi Roop**, Soil, Water and Climate, College of Food, Agricultural and Natural Resources Sciences, Twin Cities
- **Josef Woldense**, African American and African Studies, College of Liberal Arts, Twin Cities
- **Judy Q. Yang**, Civil, Environmental and Geo-Engineering, College of Science and Engineering, Twin Cities

## BACKGROUND INFORMATION

The McKnight Land-Grant Professors are new assistant professors chosen for their potential for important contributions to their field; the degree to which their past achievements and current ideas demonstrate originality, imagination, and innovation; the significance of their research; and the potential for attracting outstanding students. Recipients are honored with the title McKnight Land-Grant Professor, a special award that they will hold for two years. The award consists of a research grant in each of two years, summer support, and a research leave in the second year.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** McKnight Presidential Fellows

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

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## **PURPOSE & KEY POINTS**

To recognize the 2024 McKnight Presidential Fellows:

- **Kate Adamala**, Genetics, Cell Biology and Development, College of Biological Sciences, Twin Cities
- **Dana Carroll**, Environmental Health Sciences, School of Public Health, Twin Cities
- **Gretchen Hansen**, Fisheries, Wildlife, and Conservation Biology, College of Food, Agriculture and Natural Resource Sciences, Twin Cities
- **Jacob Jungers**, Agronomy and Plant Genetics, College of Food, Agriculture and Natural Resource Sciences, Twin Cities
- **Peter Larsen**, Veterinary and Biomedical Sciences, College of Veterinary Medicine, Twin Cities
- **William Leeb**, School of Mathematics, College of Science and Engineering, Twin Cities
- **Terresa Moses**, Graphic Design, Apparel Design, Retail Merchandising, and Product Design, College of Design, Twin Cities
- **Hannah Neprash**, Health Policy and Management, School of Public Health, Twin Cities
- **Benjamin Toff**, Hubbard School of Journalism and Mass Communication, College of Liberal Arts, Twin Cities

## **BACKGROUND INFORMATION**

The McKnight Presidential Fellows Program is a three-year award given to exceptional faculty who have recently been considered for tenure and promotion to associate professor, to recognize their excellence in research and scholarship, leadership, potential to build top-tier programs, and ability to advance University of Minnesota priorities. The award consists of a grant to support their academic work over a three-year period.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** National Academy Members and Other Major Faculty Awards

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

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## **PURPOSE & KEY POINTS**

To recognize recent inductees into national academies and recipients of other major faculty awards.

### **American Academy of Arts and Sciences**

- **Vladimir Sverak**, Mathematics, College of Science and Engineering, Twin Cities

### **National Academy of Engineering**

- **Catherine E. Wolfgram French**, Civil, Environmental, and Geo-Engineering, College of Science and Engineering, Twin Cities
- **Timothy Lodge**, Chemical Engineering and Materials Science, College of Science and Engineering, Twin Cities

### **Guggenheim Fellowship**

- **Lamar Peterson**, Art, College of Liberal Arts, Twin Cities

## **BACKGROUND INFORMATION**

### **American Academy of Arts and Sciences**

Founded in 1780, the American Academy of Arts and Sciences honors excellence and convenes leaders from every field of human endeavor to examine new ideas, address issues of importance to the nation and the world and work together “to cultivate every art and science which may tend to advance the interest, honor, dignity, and happiness of a free, independent, and virtuous people.”

### **National Academy of Engineering**



Founded in 1964, the National Academy of Engineering (NAE) is a private, independent, nonprofit institution that provides engineering leadership in service to the nation. The mission of the NAE is to advance the welfare and prosperity of the nation by providing independent advice on matters involving engineering and technology, and by promoting a vibrant engineering profession and public appreciation of engineering. Members are elected to NAE membership by their peers (current NAE members). Election to membership is one of the highest professional honors accorded an engineer. Members have distinguished themselves in business and academic management, in technical positions, as university faculty, and as leaders in government and private engineering organizations.

### **Guggenheim Fellowship**

In 1925, Senator John Simon Guggenheim and his wife, Olga, established the John Simon Memorial Foundation in honor of their late son. In his first letter of gift, the senator wrote that the organization's aim was to "add to the educational, literary, artistic, and scientific power of this country." Guggenheim Fellowships are intended for mid-career individuals who have demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts and exhibit great promise for their future endeavors.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 10, 2024

AGENDA ITEM: Academy of Distinguished Teachers

Review       Review + Action       Action       Discussion

*This is a report required by Board policy.*

PRESENTERS: Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

### PURPOSE & KEY POINTS

To recognize the 2024 Academy of Distinguished Teachers award recipients:

#### Horace T. Morse - University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education

- **Randal J. Barnes**, Civil, Environmental and Geo-Engineering, College of Science and Engineering, Twin Cities
- **Michael A. Boland**, Applied Economics, College of Food, Agricultural and Natural Resource Sciences, Twin Cities
- **Jered Bright**, Center for Learning Innovation, Rochester
- **Laura Carr**, Mathematics and Statistics, Swenson College of Science and Engineering, Duluth
- **Siobhan S. Craig**, English, College of Liberal Arts, Twin Cities
- **Jerry Luckhardt**, Music, College of Liberal Arts, Twin Cities
- **William C. K. Pomerantz**, Chemistry, College of Science and Engineering, Twin Cities
- **Elliott H. Powell**, American Studies, College of Liberal Arts, Twin Cities
- **David Syring**, Studies in Justice, Culture, and Social Change, College of Arts, Humanities and Social Sciences, Duluth
- **Cassidy R. Terrell**, Center for Learning Innovation, Rochester

#### Outstanding Contributions to Graduate & Professional Education Award

- **Rex Bernardo**, Agronomy and Plant Genetics, College of Food, Agricultural and Natural Resource Sciences, Twin Cities
- **Rozina H. Bhimani**, School of Nursing, Twin Cities
- **Pedro Fernandez-Funez**, Biomedical Sciences, Medical School, Duluth
- **Kelley Harness**, Music, College of Liberal Arts, Twin Cities
- **Jisu Huh**, Journalism, College of Liberal Arts, Twin Cities

- **Chad L. Myers**, Computer Science and Engineering, College of Science and Engineering, Twin Cities
- **David Satin**, Family Medicine and Community Health, Medical School, Twin Cities
- **Daniel Schwarcz**, Law School, Twin Cities
- **Malini Srivastava**, Architecture, College of Design, Twin Cities
- **James Van de Ven**, Mechanical Engineering, College of Science and Engineering, Twin Cities
- **Andrew Zieffler**, Educational Psychology, College of Education and Human Development, Twin Cities

## **BACKGROUND INFORMATION**

Each year since 1965-66, the University of Minnesota has recognized a select group of faculty members for their outstanding contributions to undergraduate education. This honor is awarded to exceptional candidates nominated by colleges in their quest to identify excellence in undergraduate education. In addition to honoring individual faculty members, the award contributes to the improvement of undergraduate education at the University by publicizing their work to serve as a resource for the whole faculty. The award is named for the late Horace T. Morse, first dean of the General College (1934-60) and a national leader in the field of undergraduate education.

The award for Outstanding Contributions to Graduate and Professional Education was initiated in 1999 in recognition of faculty members for excellence in instruction, instructional program development, intellectual distinction, advising and mentoring, advancing equity, diversity and inclusion, and involvement of students in research, scholarship and professional development at the graduate and professional level. In addition to honoring individual faculty members, the award contributes to the improvement of graduate and professional education at the University by publicizing their work to serve as resources to the whole faculty.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** John Tate Award for Excellence in Undergraduate Advising

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

### **PURPOSE & KEY POINTS**

To recognize recipients of the 2023-24 John Tate Award for Excellence in Undergraduate Advising:

- **Jacquelyn Burt**, Computer Science and Engineering, College of Science and Engineering, Twin Cities
- **Saje Mathieu**, History, College of Liberal Arts, Twin Cities
- **Bavi Weston**, CLA Undergraduate Education, College of Liberal Arts, Twin Cities
- **Keni Zenner**, Student Success Center/TRIO Student Support Services, Academic Affairs, Morris

### **BACKGROUND INFORMATION**

The John Tate Award for Undergraduate Advising is named in honor of John Tate, Professor of Physics and first Dean of University College (1930-41). Tate Awards serve to recognize and reward high-quality academic advising and call attention to the contribution academic advising makes to helping students formulate and achieve intellectual, career, and personal goals. By highlighting examples of outstanding advising, the Tate Awards identify professional models and celebrate the role that academic advising plays in the University's educational mission. A Selection Committee of faculty and professional advisers, a previous Tate Award recipient, and a student select up to four faculty and professional advisers at the University of Minnesota to receive the Tate Award



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Outstanding Community Service Award

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

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

### **PURPOSE & KEY POINTS**

To recognize recipients of the 2023-24 Outstanding Community Service Award.

#### **Community Partner Award**

- **Michelle Gross**, Communities United Against Police Brutality

#### **Student Award**

- **Roger Faust**, graduate student, Conservation Sciences, College of Food, Agricultural and Natural Resource Sciences, Twin Cities

#### **Staff Award**

- **Tiffany Sprague**, Natural Resources Research Institute, Duluth
- **Madison Rodman**, Resilience Extension Educator, Minnesota Sea Grant, Duluth

#### **Faculty Award**

- **Jessica Lopez Lyman**, Chicano and Latino Studies, Twin Cities

### **BACKGROUND INFORMATION**

The Outstanding Community Service Award recognizes contributions and accomplishments of faculty, staff, or University-affiliated community members who have devoted their time and talent to make substantial, enduring contributions to the external community and to improve public life and the well-being of society. This award clearly exemplifies the mission of the University as a publicly engaged institution. The recipients of the award this year have engaged in work that has improved the lives of countless people in critical and lasting ways at the local, state, national, and international levels.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Board of Regents

May 10, 2024

**AGENDA ITEM:** National Scholarship Recipients

Review

Review + Action

Action

Discussion

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## PURPOSE & KEY POINTS

To recognize recipients of national scholarships:

### Fulbright Award

- **Beatrice Handlin**, English, College of Liberal Arts, Twin Cities
- **Eva Hubert**, Teaching M Ed, College of Education and Human Development, Twin Cities
- **Jena Mehl**, Asian and Middle Eastern Studies MA, College of Liberal Arts, Twin Cities
- **Ellie Nickel**, Sociology and Linguistics, College of Liberal Arts, Twin Cities
- **Gretchen North**, ESPM and Fish, Wildlife and Conservation Biology, College of Food, Agricultural and Resource Sciences, Twin Cities
- **Mia Schwartz**, ESPM and Earth Sciences, College of Science and Engineering, Twin Cities
- **Hermela Solomon**, Elementary Education, College of Education and Human Development, Twin Cities
- **Abigail Stokes**, Data Science MS, College of Science and Engineering, Twin Cities

### Goldwater Scholarship

- **Dilshan Rajan**, Psychology and Physiology, College of Liberal Arts, Twin Cities
- **Adhvaith Sridhar**, Biochemistry, College of Biological Sciences, Twin Cities

### Udall Scholarship

- **Amital Shaver**, Biology, College of Biological Sciences, Twin Cities

## **BACKGROUND INFORMATION**

### **Fulbright Awards**

In 1945, Senator J. William Fulbright introduced a bill in the United States Congress that called for the use of surplus war property to fund the 'promotion of international good will through the exchange of students in the fields of education, culture, and science.' On August 1, 1946, President Harry S. Truman signed the bill into law, and Congress created the Fulbright Program, the flagship international educational exchange program sponsored by the U.S. government.

From its inception, the Fulbright Program has fostered bilateral relationships in which citizens and governments of other countries work with the U.S. to set joint priorities and shape the program to meet shared needs. The world has been transformed in ensuing decades, but the fundamental principle of international partnership remains at the core of the Fulbright mission.

### **Goldwater Scholarships**

The Barry M. Goldwater Scholarship and Excellence in Education Program was established by Congress in 1986 to honor Sen. Barry Goldwater, who served his country for 56 years as a soldier and statesman, including 30 years of service in the U.S. Senate. The prestigious scholarship is awarded annually to outstanding sophomores and juniors who intend to pursue research-oriented careers in mathematics, the natural sciences and engineering. The scholarships provide up to \$7,500 per year for up to two years of undergraduate study.

### **Udall Scholarship**

The Udall scholarship honors the legacies of Morris Udall and Stewart Udall, whose careers had a significant impact on Native American self-governance, health care, and the stewardship of public lands and natural resources. Fifty-five scholars are selected from sophomores and juniors at colleges across the country in recognition of their leadership, public service, and commitment to issues related to Native American nations or to the environment. Scholars receive \$7,000 scholarships and participate in a week-long orientation in Tucson where they interact with professionals working on environmental and Native issues.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** President's Community-Engaged Scholar Award

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## **PURPOSE & KEY POINTS**

To recognize the recipient of the 2023-24 Community-Engaged Scholar Award:

- **Brittany Lewis**, senior research associate, Center for Urban and Regional Affairs, Twin Cities

## **BACKGROUND INFORMATION**

The University of Minnesota President's Community-Engaged Scholar Award recognizes one faculty or P&A individual annually for exemplary engaged scholarship in his/her field of inquiry. The faculty or P&A award recipients have demonstrated a longstanding academic career that embodies the University of Minnesota's definition of public engagement.





# BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 10, 2024

**AGENDA ITEM:** President’s Award for Outstanding Service

Review       Review + Action       Action       Discussion

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## PURPOSE & KEY POINTS

To recognize recipients of the 2023-24 President’s Award for Outstanding Service:

- **David R. Brown**, professor, Department of Veterinary and Biomedical Sciences, College of Veterinary Medicine, Twin Cities
- **Philippe Buhlmann**, professor, Department of Chemistry, College of Science and Engineering, Twin Cities
- **Jodi Dworkin**, professor, extension specialist, and associate department head, Department of Family Social Science, College of Education and Human Development, Twin Cities
- **Sara Eliason**, graduate program coordinator, Plant and Microbial Biology Graduate Program, College of Biological Sciences, Twin Cities
- **David Lawrence Feinberg**, associate professor emeritus, Department of Art, College of Liberal Arts, Twin Cities
- **Karen Z. Ho**, professor, Department of Anthropology, College of Liberal Arts, Twin Cities
- **Jerome Knutson**, associate professor emeritus, Arts and Sciences, Crookston
- **Jennifer Mencl**, associate vice chancellor, Academic Affairs, Duluth
- **Trevor Miller**, assistant dean of strategy and advancement, College of Design, Twin Cities
- **Karen Nichols**, associate director, Center for Regional and Tribal Child Welfare Studies, Department of Social Work, College of Education and Human Service Professions, Duluth
- **David Pappone**, assistant dean for operations and chief financial officer, College of Science and Engineering, Twin Cities
- **Carolyn Privet-Chesterman**, administrative associate of academic programs, Center for Learning Innovation, Rochester

## BACKGROUND INFORMATION

The President’s Award for Outstanding Service was established in 1997 to recognize faculty and staff who have provided exceptional service to the University of Minnesota. The award is presented each year in the spring and honors active or retired faculty or staff members who have gone well

beyond their regular duties and have demonstrated an extraordinary commitment to the University community.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** NCAA Champions

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost

## **PURPOSE & KEY POINTS**

To recognize the following individuals for winning an NCAA championship or National Athlete of the Year during the 2023-24 academic year:

### **Individual NCAA Championships**

- **Vivi Del Angel**, Women's Swimming & Diving, Platform, Twin Cities



# BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

May 10, 2024

AGENDA ITEM: Receive & File Reports - **REVISED**

Review       Review + Action       Action       Discussion

This is a report required by Board policy.

PRESENTERS: Regent Janie S. Mayeron

## PURPOSE & KEY POINTS

### A. Virtual Forum Comments

Comments that were received by the Board’s Virtual Forum from March 6, 2024, through 10:00 a.m. May 3, 2024, and comply with the Board’s guidelines are available at <https://z.umn.edu/MAY2024BORVirtualForum>

### B. Annual Review of the President’s Delegations

Board of Regents Policy: *Reservation and Delegation of Authority* sets forth the expectation that the President shall report annually to the Board significant changes made to the presidential delegations of authority. Since the last report to the Board in May 2023, there were two significant changes to the President’s delegations of authority.

Due to the transition in the Senior Vice President for Finance and Operations (SVPFO) position, reporting lines for the University of Minnesota Police Chief and the Assistant Vice President for Health, Safety, and Risk Management were moved from the SVPFO to the Interim President.

There were no other significant changes since May 2023.

### C. UMN Divest Coalition

On April 19, 2024, members of UMN Divest Coalition asked to appear before the Board of Regents to present their advocacy priorities. A copy of the coalition’s brief that will be discussed is included in the docket. Pursuant to the Board’s *Bylaws*, Article VI, Section E, the Chair granted this request.

### D. Minnesota Hillel

On May 5, 2024, members of the student board of Minnesota Hillel asked to appear before the Board of Regents to address campus climate and antisemitism issues affecting the

Jewish campus community. Links to items that were provided by the student board members are included in the docket. Pursuant to the Board's *Bylaws*, Article VI, Section E, the Chair granted this request.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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Board of Regents

May 10, 2024

**AGENDA ITEM:** Receive & File Reports

Review

Review + Action

Action

Discussion

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**PRESENTERS:** Regent Janie S. Mayeron

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## **A Brief for the University of Minnesota's Board of Regents**

Submitted by the UMN Divest Coalition for consideration ahead of the May 10th, 2024 meeting.

To Whom It May Concern,

UMN Divest, a coalition consisting of the student groups Students for Justice in Palestine (SJP), Students for a Democratic Society (SDS), Students for Climate Justice (SCJ), and Young Democratic Socialists of America (YDSA), has brought forward concerns regarding the morality of investments that the University of Minnesota is making and the fact that they do not align with the values of creating a community which is “accessible to the citizens of the state, the nation, and the world” that the university claims to prioritize.<sup>1</sup> As a globally top-ranked research university, the University of Minnesota has a large community of students, faculty, and staff with connections to places where grave violations of human rights and war crimes cause the death and suffering of millions of people around the world. These violations and crimes against humanity are vehemently abhorred by the students of this university and violate the very ethos of the university that the administration and this board claim to uphold. The University’s opaque policies on investment, finance, and academic partnerships have given rise to serious concerns that the University maintains cordial relationships with and direct financial support for entities that perpetrate or enable violence worldwide. This is a matter of grave concern to members of the University community who are connected to the victims of these crimes as well as those that value human rights. Further, such support makes it impossible for the University to live up to its stated mission of responsiveness to the needs of the communities it serves. Students and community members who have been affected by these events should no longer have to be concerned that their university is in any manner complicit in the suffering of their own people.

The time to confront these concerns is now. In Palestine, a longstanding system of apartheid has escalated into one of the most brutal military campaigns in recent history, waged largely against the civilian population of Gaza. In the last 212 days, over 34,000 people have been killed with an estimated 10,000 people missing under the rubble.<sup>2</sup> The Palestinian people have been subjected to blatant violations of human rights and war crimes through not just ground

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<sup>1</sup> [BOARD OF REGENTS POLICY: Mission Statement](#)

<sup>2</sup> [Flash Appeal for the Occupied Palestinian Territory 2024 | United Nations Office for the Coordination of Humanitarian Affairs](#)

invasions and indiscriminate bombing but also through the cutting off of electricity, water, and any humanitarian aid from entering Gaza.<sup>3 4</sup> One and a half million people have been displaced and are taking shelter in Rafah which faces the imminent threat of invasion.<sup>5</sup> Over 14,000 children, 140 journalists and media workers, and 350 medical workers have been killed in just the past 8 months.<sup>6</sup> In comparison, there are currently 241 enrolled medical students at the University of Minnesota for the 2023-2024 school year.<sup>7</sup> The people of Gaza are not only facing ongoing airstrikes, but also starvation, the rapid spread of infectious disease, and extreme temperatures due to the humanitarian blockade.<sup>8,9,10</sup> At the time of this writing, both the International Court of Justice and the International Criminal Court have indicated that these actions likely amount to genocide.<sup>11</sup> With these facts in mind, it is reasonable to pursue cutting ties with companies that are supplying these horrific acts. But even if this single case was not enough, we as students engaged in a research institution recognize when a pattern of behavior becomes clear.

The same companies that aid in the genocidal acts against Palestinians are engaged in similar activities elsewhere around the world. Because of the global reach of these companies, a greater portion of the student body has been affected directly.. As of last year, at least 6.7 million Somalis were facing acute food insecurity due to conflict in Somalia that is carried out through the use of weapons produced by companies that the University of Minnesota is in partnership with or invested in such as General Dynamics.<sup>12</sup> Regardless of the political nuances of the conflict in Somalia, the facts remain the same: General Dynamics—a corporation that has been found by Amnesty International to not meet its responsibilities for protecting human rights under the law—provides weapons that are used to terrorize the Somali people.<sup>13</sup> This is propagated and

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<sup>3</sup> [Gaza faces 'humanitarian catastrophe' as power plant running out of fuel](#)

<sup>4</sup> [Israel defying ICJ ruling to prevent genocide by failing to allow adequate humanitarian aid to reach Gaza](#)

<sup>5</sup> [Gazans start leaving eastern Rafah as Israeli military orders evacuations](#)

<sup>6</sup> [World Press Freedom Day: Gaza conflict deadliest for journalists](#)

<sup>7</sup> [Medical School - Facts and Figures](#)

<sup>8</sup> [What Happens When There Is No Food: Experts Say Severe Malnutrition Could Set in Swiftly in Gaza](#)

<sup>9</sup> [Lethal combination of hunger and disease to lead to more deaths in Gaza](#)

<sup>10</sup> [A 100-degree heat wave in Gaza offers a sweltering glimpse of a tough summer to come](#)

<sup>11</sup> [ICJ Order of January 26 2024](#)

<sup>12</sup> [6.7 million people across Somalia will likely face high levels of acute food insecurity. Famine projected in two districts | IPC](#)

<sup>13</sup> [Outsourcing responsibility: Human rights policies in the defence sector](#)



upheld by a foreign policy which General Dynamics and other companies have a direct hand in influencing through lobbying.<sup>14</sup>

Companies who engineer and manufacture the weapons used in crimes like these are responsible directly for the continuation of violence, a fact that is well documented by the U.N. and internationally recognized human rights organizations. In Yemen, according to Amnesty International, “BAE Systems, Boeing, Lockheed Martin and Raytheon, among others, have been integral to the coalition effort, arming a fleet of combat aircraft that has repeatedly struck civilian objects, including homes, schools, hospitals and marketplaces.”<sup>15</sup> US defense contractors Raytheon, Lockheed Martin, and General Dynamics have been sued by a group of seven Yemeni nationals for "aiding and abetting war crimes and extrajudicial killings," Lockheed Martin has sold weapons to Saudi Arabia and the UAE despite concerns over human rights violations in Yemen.<sup>16</sup> Many different weapons manufacturers sell to the State of Iraq, which has been known to give resources to paramilitary groups operating in the country that often target civilians. “International arms suppliers, including the USA, European countries, Russia and Iran, must wake up to the fact that all arms transfers to Iraq carry a real risk of ending up in the hands of militia groups with long histories of human rights violations,” said Patrick Wilcken, Researcher on Arms Control and Human Rights at Amnesty International.<sup>17</sup>

Furthermore, these companies engineering weapons utilized in Palestine, Sudan, Somalia, Congo, and elsewhere globally are also invested in surveilling and policing migrants at the US-Mexico border. For example, Elbit Systems, a weapons manufacturing company involved in previous assaults on Gaza as well as the current genocide, invested over \$171 million on the US border in 2019 alone. Elbit Systems has also built over 55 integrated towers in Southern Arizona, displacing thousands of indigenous Tohono O’odham people.<sup>18</sup> The violence these weapons companies wrought affects our communities domestically and internationally. The University of Minnesota must divest from this violence.

Previous University of Minnesota academic and financial divestment from Russia, Belarus, and parts of Ukraine demonstrate successful models for eliminating ties. Following the

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<sup>14</sup> [Arms Companies are failing to address human rights risks | Amnesty International](#)  
[General Dynamics Lobbying Profile • OpenSecrets](#)

<sup>15</sup> [Arms Companies are failing to address human rights risks | Amnesty International](#)

<sup>16</sup> [Yemen: US-made weapon used in air strike that killed scores in escalation of Saudi-led coalition attacks](#)

<sup>17</sup> [Iraq: End irresponsible arms transfers fuelling militia war crimes](#)

<sup>18</sup> [THE U.S. BORDER PATROL AND AN ISRAELI MILITARY CONTRACTOR ARE PUTTING A NATIVE AMERICAN RESERVATION UNDER “PERSISTENT SURVEILLANCE”](#)

Russian invasion of Ukraine, the University of Minnesota adopted the U.S. Department of Commerce's Bureau of Industry and Security Export Administration Regulations to prevent the further export of goods supporting military action. Outside of these export controls, the Export Controls Office created guidelines advising institutions to relinquish their ties with universities in the Crimea Region, including the Crimean State Engineering Pedagogical University and Sevastopol State University.<sup>19</sup> The adoption of these guidelines demonstrates that the framework for decoupling financially and academically from groups complicit in war crimes already exists. As such, Ukraine may act as a case study for university action in response to human rights violations.

The University of Minnesota does not exist within a bubble; it has a tangible influence on the political, economic and social climate. As such, there is a golden opportunity for the University of Minnesota to be a national and global leader in upholding human rights and social justice. We, the students, call on the Board of Regents to divest from companies complicit in war crimes and human rights violations because continuing to invest in these companies amounts to direct financial support and therefore complicity in these atrocities.

In addition to the clear ties each of these companies has to blatant human rights violations the student body has already made it clear in a referendum which passed by more than 74% that they demand divestment. In the 2024 campus wide elections, students voted 'Yes' for a resolution which included language calling for the University to "sever ties with companies complicit in war crimes and human-rights violations."<sup>20</sup> This overwhelming support sends a message that could not be clearer: students do not want their tuition dollars funding these atrocities. The Board of Regents has an obligation to listen to their cries. In *Fanning v. University of Minnesota* 236 N.W. 217 (Minn. 1931), the Minnesota Supreme Court wrote in their majority opinion:

"In a real sense the property of the university is the property of the state, which through its taxpayers is its chief supporter. The board cannot divert it to other than university purposes... The people gave it in charge of the board and may take it away as they gave it; for, after all, when the theorizing as to the relationship of the board and the university and

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<sup>19</sup> [Russia/Belarus/Ukraine-Related Sanctions](#)

<sup>20</sup> [Campus Election 2024 Results](#)

the state is at an end, the university is the people's university. **It does not rule; it serves**" (226).

The Board of Regents has an obligation to honor the wishes of the student body, especially when it comes to the morality of investments that lead to the slaughter of marginalized populations.

Our Ask:

**We ask that a vote be taken by the Board of Regents at the nearest opportunity to direct the Office of Investments and Banking to use all resources in their power to divest the University of Minnesota endowment from all companies complicit in war crimes and human rights violations according to Human Rights Watch and Amnesty International, including but not limited to weapons companies such as Lockheed Martin, General Dynamics, Boeing, Honeywell, and their subsidiaries. The process and progress of divestment should be clearly communicated through regularly scheduled meetings with Students for Justice in Palestine, as a part of the University of Minnesota showing accountability and (re)building trust with the student body. We also request that the University publicly disclose the percentage of its holdings that are invested in these companies annually.**

There is precedent for this decision: two and a half years ago, the University of Minnesota committed to phasing out fossil fuel investments due to the financial risk of maintaining such investments and the ethical obligations of the University as a public institution. Divestment from weapons manufacturers and war profiteers complicit in war crimes is also directly tied to fossil fuel investments, as military operations are top Greenhouse Gas contributors around the world.<sup>21</sup> We ask that all documents be published annually in a similar manner to the endowment fund ESG dashboard. This dashboard offers full disclosure of fossil fuel investment, including the percentage of private investments, and demonstrates the University's continued effort to lower the percentage of holdings in fossil fuel companies. The ESG screening for investments should include a publicly available criteria for human rights violations and war crimes that the University of Minnesota consults when deciding on investment portfolios. **Due to the urgency of the issue, we ask that the process of divestment**

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<sup>21</sup> [Military Organizations Produce Significant Amounts of Unreported Greenhouse Gases](#)

**begin immediately after an affirmative vote, with a goal of completion extending no more than 2 years; unlike the commitment to “phasing-out” fossil fuel investments.**

Divestment from companies complicit in war crimes and human rights violations builds on financial decisions made by other universities. Following the genocide in the Darfur region of Sudan in 2005, more than 60 universities divested from companies operating in Sudan.<sup>22</sup> In 2006, the finance committee of Princeton University’s Board of Trustees adopted a resolution divesting from companies directly and indirectly complicit in acts of genocide in Darfur.<sup>23</sup> Princeton University also recommended no new holdings complicit in this violence be acquired. This policy was adopted on the basis of 1997 guidelines for socially responsible investments. The same year, Brown University voted to divest from genocidal actions and human rights violations in Darfur.<sup>24</sup> The University of Minnesota, following in the leadership of other academic institutions across the country, also voted to divest from Sudan in April 2007. The University of Minnesota Board of Regents has previously handed down decisions on socially responsible investments specifically; most recently in the case of fossil fuel phase-out, but also historically in divestment from South African apartheid in 1985 and Sudan in 2007<sup>25,26</sup>. The widespread nature of these divestments demonstrates that removing financial assets from companies complicit in genocide and war crimes is both **reasonable** and **practical**, and has precedent in regards to specific cases of blatant human rights violations.

In response to the growing concern of genocides and other human rights violations happening across the world, academic institutions in the West can lead as an example in divesting their money from morally bankrupt investments, aligning themselves with other institutions in their commitment to campuses that feel safe for all students, regardless of background. We urge you to follow institutions like Hampshire College which committed to a complete divestment from companies such as “Caterpillar, United Technologies, General Electric, ITT Corporation, Motorola and Terex” for their complicity in human rights violations in 2009.<sup>27</sup> as well as other institutions that have made similar commitments such as University of

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<sup>22</sup> [Colleges and universities that divested from Sudan](#)

<sup>23</sup> [Princeton to disassociate from Darfur investments](#)

<sup>24</sup> [Actions | ACURM | Brown University](#)

<sup>25</sup> *Previously cited:* [Colleges and universities that divested from Sudan](#)

<sup>26</sup> [South Africa Decision - Board of Regents 1985](#)

<sup>27</sup> [Hampshire College Becomes First US College to Divest](#)

Southern California Riverside and Evergreen College<sup>28 29</sup>. These divestment plans demonstrate that public colleges and universities across the United States are already taking steps to divest. It is actions like these that bolster the values of equity and diversity that the University of Minnesota claims to commit to. We urge you to listen to your students' voices in reexamining the value of monetary ties over the wellbeing and morality of your institution and students.

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<sup>28</sup> [Evergreen Divestment Agreement](#)

<sup>29</sup> [University of California Riverside Divestment Agreement](#)

**Minnesota Hillel**  
**Pre-read documents**

How the protests on University campuses are viewed by many:

<https://www.timesofisrael.com/the-goal-of-the-campus-jew-haters-to-render-israel-indefensible-in-both-senses-of-the-word/>

History of BDS:

<https://www.adl.org/resources/backgrounder/boycott-divestment-and-sanctions-campaign-bds>

GWSS statement that remains on University webpage:

<https://cla.umn.edu/gwss/news-events/news/gwss-faculty-statement-palestine>

SJP playbook:

<https://dw-wp-production.imgix.net/2023/10/DAY-OF-RESISTANCE-TOOLKIT.pdf>



# BOARD OF REGENTS DOCKET ITEM SUMMARY

**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Resolution Related to the Revocation of the Honorary Naming of Nicholson Hall, Twin Cities campus

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

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger

### PURPOSE & KEY POINTS

The purpose of this item is to review the resolution related to the renaming of Nicholson Hall, Twin Cities campus.

In the fall 2023 semester, the Office of the President received a naming revocation request for Nicholson Hall on the Twin Cities campus. This naming revocation request is the first to be considered under [Board of Regents Policy: \*Namings and Renamings\*](#) (policy) Section VII, Renamings and Revocation – which was added to the policy in 2022.

In accordance with the policy, this request was reviewed and found to meet the criteria outlined in the policy. It was then routed to the All-University Honors Committee (Honors Committee) for their review. The Honors Committee constituted and charged a Namings and Renamings Workgroup (workgroup) that reviewed and researched the revocation request. An online public comment period yielded additional feedback that the workgroup considered along with letters of support delivered separately.

The workgroup submitted a comprehensive report to the Honors Committee, and the Honors Committee voted unanimously to recommend the revocation of the naming of Nicholson Hall.

The interim president concurs with the Honors Committee recommendation according to the criteria outlined in Section VII, Subd. 4 of the policy:

- Nicholson’s record as Dean of Students included activities that do not represent the University’s mission and guiding principles.
- Nicholson’s actions had a detrimental impact on the University’s diversity, equity, and inclusion goals.
- Retention of the name of Nicholson Hall creates the appearance that the University supports the actions of Nicholson.
- The submitted materials were well-researched, documented, and provide a comprehensive assessment of Nicholson’s record.

## **BACKGROUND INFORMATION**

In accordance with Board of Regents Policy: *Namings and Renamings*, the Board reserves to itself full authority to name buildings or remove existing names from buildings.

The Board previously discussed the naming of Nicholson Hall at the following meetings:

- April 2019: *Historical Building Namings*, Board of Regents
- March 2019: *Historical Building Namings: Report of the Task Force and Review of President Kaler's Preliminary Recommendations*, Board of Regents

## **INTERIM PRESIDENT'S RECOMMENDATION**

The Interim President recommends approval of the resolution related to the renaming of Nicholson Hall, Twin Cities campus.





## REGENTS OF THE UNIVERSITY OF MINNESOTA

### RESOLUTION RELATED TO

#### Revocation of the Honorary Naming of Nicholson Hall, Twin Cities campus

**WHEREAS**, significant University of Minnesota (University) assets may be named in honor of an individual or a non-University entity to recognize service, dedication, or meritorious contributions to the University; and

**WHEREAS**, Board of Regents Policy: *Namings and Renamings (Namings and Renamings)*, Section VII establishes a process to consider the revocation of an honorary naming granted by the Board of Regents (Board); and

**WHEREAS**, the interim president received a well-considered written request seeking to revoke the honorary naming of Nicholson Hall on the Twin Cities campus and submitted that request to the University Senate All-University Honors Committee (Honors Committee) for their review; and

**WHEREAS**, as part of their review, the Honors Committee invited all interested members of the University community, including those who were impacted by the behavior in question or their heirs and the subject of the naming or their heirs, to comment on the request for revocation as required by *Namings and Renamings*, Section VII, Subd. 3; and

**WHEREAS**, the Honors Committee, using the factors defined by *Namings and Renamings*, Section VII, Subd. 4, determined that the honorary naming should be revoked and submitted their written report and recommendation to the interim president; and

**WHEREAS**, the interim president submits the Honors Committee's written report to the Board and recommends that the Board revoke the honorary naming of Nicholson Hall.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Regents grants the revocation of the honorary naming of Nicholson Hall.

**BE IT FURTHER RESOLVED** that the interim president or delegate is directed to take the necessary actions to rename the building to 216 Pillsbury Drive until a new permanent naming is approved.

**BE IT FURTHER RESOLVED** that in alignment with *Namings and Renamings*, Section VII, Subd. 6, the Honors Committee is directed to research and propose a new naming to the interim president, or after July 1, 2024 the president, which promotes broad representation of the University's history, mission, guiding principles, and achievements, and the interim president or president is directed to submit the new naming to the Board for action at a future meeting.

# **Recommendation of the All-University Honors Committee Regarding a Request for Revocation of the Building Name for Nicholson Hall April 2024**

## **Executive Summary**

The All-University Honors Committee (AUHC) received a request submitted to the Office of President at the end of fall semester 2023 to [revoke](#) the name of Nicholson Hall. This is the first revocation request received since the Board of Regents approved its revised [Board of Regents Policy: \*Namings and Renamings\*](#) in February 2022. The AUHC adhered to the review guidelines outlined in Section VI, Subd. 3 of this policy. Following their review, the AUHC has recommended affirming the submitted request to revoke the name of Nicholson Hall.

According to Section VI, Subd. 5 of the Board policy, the AUHC “...shall submit a written report to the president that summarizes the renaming or revocation request, details how the guiding principles and factors were applied to the request, and describes the committee’s findings...”. This report will also outline the timeline related to the review of this request; the discussion and analysis of the Namings and Renamings Work Group (NRWG), which was delegated by the AUHC to review the submitted dossier and related exhibits; and the subsequent discussion of the AUHC at their April 2024 meeting.

## **Revocation Request**

Edward E. Nicholson (1873 - 1949) trained as a chemist and left the chemistry department to become the first Dean of Student Affairs from 1917 - 1941. The case submitted to remove his name from Nicholson Hall centered around the following four variables, each intending to demonstrate that Nicholson deliberately subverted the University’s mission and guiding principles:

- Nicholson repeatedly controlled and often suppressed the open exchange of ideas on campus that as Dean of Student Affairs he was obligated to protect.
- Nicholson created a secret political surveillance system at the University and covertly shared information about students and faculty.
- Nicholson brought disrepute to the University by using his stature as a highly visible University leader to advance partisan political ends outside the University.
- Nicholson, while serving as dean, sought to influence the selection of Regents for his own political ends, a gross conflict of interest and duty as a neutral University administrator.

The case for removing Nicholson’s name from a University building is based on research undertaken from 2016 - 2023 that drew from numerous sources, including:

- University archives
- Minnesota Historical Society archives

- FBI records that name Nicholson as a source
- The Minnesota press
- Scholarly works on American and Minnesota history

The full submission can be found [here](#).

## Timeline

- *November 28, 2023*: The AUHC received a request to revoke the name of Nicholson Hall from the Office of the President
- *December 2023 - January 2024*: Semester break
- *January 30, 2024*: The NRWG was informed that a revocation request was submitted
- *February 20, 2024*: The NRWG met in person to discuss next steps in the submission review. Members were instructed to prepare discussion points for their next meeting
- *March 1 - March 18, 2024*: Public comment period regarding the revocation request
- *March 19, 2024*: The NRWG met to discuss the revocation request, review criteria, and public comments. Members summarized feedback regarding the perceived advantages and drawbacks (pros/cons) for a report submitted to the AUHC
- *April 2, 2024*: The AUHC met to review the revocation request, NRWG feedback, and public comments to make a recommendation to the Office of the President

## March 1 - 18, 2024 Public Comment Period

Section VII, Subd. 3 of the Board Policy, states that, when a revocation request is submitted, “to invite comments from all interested members of the University community.” Community members were asked to submit any feedback via a Google form. The complete revocation request and related exhibits were shared along with an executive summary of the submission.

Ultimately, 364 total respondents commented. Of these comments, 268 (73.6%) were in support of revoking Nicholson Hall's name and 96 (26.4%) were either in opposition to revoking Nicholson Hall's name or were not considered germane to the review process.

## Namings and Renamings Work Group (NRWG) Discussion

In its March 19, 2024 review of the revocation request, supporting materials, and submitted comments, NRWG members were advised to provide what they considered to be advantages (“pros”) and disadvantages (“cons”) of revoking the name of Nicholson Hall, based on the evidence provided, while applying each of the *Review Factors for Renaming or Revocation* as noted in Section VII, Subd. 4 of the Board policy:

**(a) Advancement of the University’s mission, guiding principles, and shared history:** The Honors Committee should consider the impact of the naming to University history, and whether

the current naming exemplifies the highest aspirations of the institution's mission and guiding principles and advances the evolving landscape of University history and achievement.

**(b) Impact on the University's diversity, equity, and inclusion goals:** In considering whether to retain or remove a name, the Honors Committee should consider how the advancement of the University's diversity, equity, and inclusion goals are relevant in these matters.

**(c) The harm caused by retaining the name, and the harmful impact of the individual's or non-University entity's behavior:** This factor examines whether the individual's or non-University entity's behavior is inconsistent with the University's mission and guiding principles, jeopardizes the integrity of the University, or presents risk or harm to the reputation of the University. The case for renaming is stronger to the extent that retaining a name creates an environment that impairs the ability of students, faculty, or staff of a particular gender, sexual orientation, race, religion, national origin, or other characteristic protected by federal law or University policy to participate fully and effectively in the University's mission.

**(d) Strength and clarity of the historical evidence:** The case for renaming is strongest when there is clear and unambiguous documentation of the wrongful behavior by the individual or non-University entity and is weakest when the documentation is scant or ambiguous. The documentation shall also include the totality of an individual's or the non-University entity's public and private actions that factor in the affirmation of or against renaming. The president may include other factors for the Honors Committee to consider based on the specific circumstances of the request. The president shall report those additional factors to the Board prior to the submission of the Honors Committee report.

NRWG members framed their discussion of these factors around the [Board of Regents Policy: Mission Statement](#) (Subd. 2: *Guiding Principles*) below:

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:

- Embodies the values of academic freedom, responsibility, integrity, and cooperation;
- Provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance;
- Assists individuals, institutions, and communities it is committed to serving;
- Creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and
- Inspires, sets high expectations for, and empowers the individuals within its community.

The NRWG's full report to the AUHC may be found [here](#).

## **All-University Honors Committee (AUHC) Deliberation and Recommendation**

At their April 2, 2024 meeting, AUHC members were asked to review the following materials:

- March 19, 2024 NRWG feedback (including links to policy and review criteria)
- [Comments](#) gathered during the March 1 - 18, 2024 public comment period, including this [response](#) which was submitted separately as its length exceeded the capacity of the Google form used to collect feedback
- Submitted dossier and support statements

### ***Application of Review Factors for Renaming or Revocation***

AUHC members affirmed the feedback provided by NRWG in their discussion of pros and cons of revoking the name of Nicholson Hall.

### Advancement of the University's mission, guiding principles, and shared history

Nicholson's actions, as noted in the submitted materials, including surveilling, controlling, and suppressing open ideas on campus are considered to be antithetical to the University's guiding principles, which state that the University "...provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice." The committee also noted that celebrating Nicholson, by continuing to honor him with the naming, does not allow for advancing the evolving landscape of the University and its achievements. Building namings are meant to celebrate individuals and their accomplishments; given the evidence in the request to revoke the naming, committee members expressed concern that continuing to celebrate Nicholson may hinder the University in recognizing its and society's evolving landscape.

### Impact on the University's diversity, equity, and inclusion goals

The committee did not believe maintaining the name would exemplify the highest aspirations of the institution, which include "...inspiring, setting high expectations for, and empowering individuals in its community." Committee members noted comments submitted by students and employees that keeping the name may be perceived as a form of microaggression, if not overt aggression, on the part of the University, particularly by the groups and communities with shared identities as those Nicholson is documented as harming in his actions as dean.

### The harm caused by retaining the name, and the harmful impact of the individual's or non-University entity's behavior

The committee received several comments from students and employees who noted that Nicholson Hall houses offices of student support, various religious and cultural studies, and the Center for Jewish Studies. Concerns were expressed that a building representing safe spaces for so many individuals and groups of different backgrounds is named after a former administrator alleged to have used his power to stand against many of these same groups.

Some commenters in opposition of revoking the name of Nicholson Hall have stated that Nicholson's actions "align with the standards of his time" and that current norms should not be

used to assess his past behavior. Nicholson, however, was found to be operating outside of the culture of the times he was in, as evidenced by being sanctioned by the Minneapolis City Council at the time of his actions.

#### Strength and clarity of the historical evidence

The strength and clarity of the historical evidence is clear. The submitted request uses verifiable mentors and evidence, which afforded readers the opportunity to arrive at their own conclusions. The documentation provided is considered to be factual, detailed, and unambiguous.

#### **Next Steps**

Interim President Ettinger will receive this report and consider its recommendations. He is expected to provide his recommendation to the Board of Regents at its May 2024 meeting. The Board is anticipated to vote on the president's recommendation at its June 2024 meeting.

**Naming and Renamings Work Group Report to the All-University Honors Committee  
Regarding a Request for Revocation of the Building Name for Nicholson Hall  
March 19, 2024**

**OVERVIEW**

The All-University Honors Committee (AUHC) received a request at the end of fall semester 2023 to [revoke](#) the name of Nicholson Hall. This is the first request received since the Board of Regents approved its revised [Board of Regents Policy: \*Namings and Renamings\*](#) in February 2022.

The AUHC delegated the Namings and Renamings Work Group (NRWG) to review and provide feedback on this request. The AUHC will review this information and make a recommendation to Interim President Etttinger, who will ultimately make a final recommendation to the Board of Regents.

Members of the NRWG were asked to review the following materials:

- [Nicholson Hall revocation request dossier, supporting documentation, appendix, and letters of support.](#)
- Online [comments](#) received between March 1 - March 18 “from all interested members of the University community”, as specified in Section VII, Subd. 3 of the Board policy, including [this response](#) submitted separately given its length.

In their review, NRWG members were advised to provide what they considered to be advantages (“pros”) and disadvantages (“cons”) of revoking the name of Nicholson Hall, based on the evidence provided, while applying each of the *Review Factors for Renaming or Revocation* as noted in Section VII, Subd. 4 of the Board policy:

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

**(b) Impact on the University’s diversity, equity, and inclusion goals:** In considering whether to retain or remove a name, the Honors Committee should consider how the advancement of the University’s diversity, equity, and inclusion goals are relevant in these matters.



**(c) The harm caused by retaining the name, and the harmful impact of the individual's or non-University entity's behavior:** This factor examines whether the individual's or non-University entity's behavior is inconsistent with the University's mission and guiding principles, jeopardizes the integrity of the University, or presents risk or harm to the reputation of the University. The case for renaming is stronger to the extent that retaining a name creates an environment that impairs the ability of students, faculty, or staff of a particular gender, sexual orientation, race, religion, national origin, or other characteristic protected by federal law or University policy to participate fully and effectively in the University's mission.

**(d) Strength and clarity of the historical evidence:** The case for renaming is strongest when there is clear and unambiguous documentation of the wrongful behavior by the individual or non-University entity and is weakest when the documentation is scant or ambiguous. The documentation shall also include the totality of an individual's or the non-University entity's public and private actions that factor in the affirmation of or against renaming. The president may include other factors for the Honors Committee to consider based on the specific circumstances of the request. The president shall report those additional factors to the Board prior to the submission of the Honors Committee report.

NRWG members framed their discussion of these factors around the [Board of Regents Policy: Mission Statement](#) (Subd. 2: *Guiding Principles*) below:

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:

- Embodies the values of academic freedom, responsibility, integrity, and cooperation;
- Provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance;
- Assists individuals, institutions, and communities it is committed to serving;
- Creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and
- Inspires, sets high expectations for, and empowers the individuals within its community.

## **DOSSIER REVIEW**

### **(a) Advancement of the University's mission, guiding principles, and shared history**

#### **PROS for revoking the name:**

1. Maintaining the name does not align with the University's guiding principles which state that the University "...provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance." Nicholson's actions of

surveilling, controlling, and suppressing open ideas on campus are antithetical to this point.

2. Celebrating Nicholson, by continuing to honor him with the naming, does not allow for advancing the evolving landscape of the University and its achievements. Building namings are celebrations of individuals, and, given the evidence offered in the request to revoke the naming, continuing to celebrate Nicholson hinders the University in recognizing its, and society's, evolving landscape.

**CONS for revoking the name:**

1. Revoking the name runs the risk of being perceived as (suppressing/rewriting/editing) history and not learning from or acknowledging what took place.
2. Some people may perceive a "loss of cultural alignment," not necessarily to the building name, but to their own memories of the building.
3. Revoking the name may reduce the prominence of Nicholson in the University's history, which could diminish the legacy of his overall impact on the University.

**Notable comments:**

1. While revoking a name may be perceived as erasing history to some, we are not recommending erasing history. Revoking the name would remove the *reminder* of the person's behavior.
  2. One of the ultimate goals of examining building names is reconciling with the negative impact this person has had on individuals and communities that are affected by having the name on a prominent building.
- 

**(b) Impact on the University's diversity, equity, and inclusion goals**

**PROS for revoking the name:**

1. Maintaining the name does not exemplify the highest aspirations of the institution which include "...inspiring, setting high expectations for, and empowering individuals in its community." Maintaining the name could be perceived as a form of microaggression, if not overt aggression, which may diminish a sense of belonging at the University, particularly by the groups and communities with shared identities as those affected.
2. Members of the University community may feel intimidated and threatened when in a building named for someone whose actions demonstrated identity-based intolerance, prejudice, and hatred.
3. Maintaining the name may reinforce in some community members the perception that, because of their identity, they are not valued members of the University community.

**CONS for revoking the name:**

The committee did not identify cons for criteria (b).

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**(c) The harm caused by retaining the name, and the harmful impact of the individual's or non-University entity's behavior**

**PROS for revoking the name:**

1. Nicholson's actions were outside the scope of his duties as an officer of the University. He was not directed to do any of this work as part of his position, although the submitted dossier provides evidence that he conducted this work in collaboration with others (e.g., former Minnesota state auditor Ray Chase). Additionally, he relied heavily on federal agencies to pursue the work of surveillance.
2. Nicholson was sanctioned by the Minneapolis City Council, *at the time of his actions*. That fact refutes the sometimes used justification that his actions "align with the standards of his time" and therefore he cannot be judged against current standards. It is particularly disturbing for the University community to continue to show support for Nicholson's actions after the censure occurred.
3. Several comments were received from students and employees noting that Nicholson Hall houses offices of student support, various religious and cultural studies, and the Center for Jewish Studies. Concerns were expressed that a building that represents safe spaces for so many individuals and groups of different backgrounds is named after a former administrator who was alleged to have used his power to stand against many of these same groups.

**CONS for revoking the name:**

1. A portion of respondents during the March 1 - March 18 public comment period suggested that this revocation request was not presented to the public as a well thought out, thoroughly considered argument.
  2. Some members of the broader community have suspicions about how the University is managed and administered and have concerns about how their points of view may or may not be received by the University.
- 

**(d) Strength and clarity of the historical evidence**

**PROS for revoking the name:**

1. The request uses verifiable empirical methods and evidence, which afforded readers the opportunity to arrive at their own conclusions. The documentation is factual, detailed, and unambiguous.

**CONS for revoking the name:**

1. The "... *totality* of an individual's... public and private actions that factor in the affirmation of or against renaming..." - as noted in the criteria (d) language - cannot be known.
2. There is no recognition in the request dossier of why Nicholson was honored with the naming.

## CLOSING COMMENTS

In their review, NRWG members noted the following observations regarding the materials provided (including the submitted dossier and supporting documents, as well as the submitted comments), as well as the process itself:

### *Dossier and supporting documents*

- NRWG members considered the dossier and supporting documents to be very thorough and convincing, as noted by the extent of evidence provided in support of recommending revocation.
- While the NRWG set out to list pros and cons associated with whether the AUHC should recommend revocation of the name of Nicholson Hall, the egregious nature of the offenses addressed in the submission made it difficult for members to identify cons for all four criteria outlined in Section VII, Subd. 3 of the Board policy.

### *Public comments*

- Comments submitted in support of revoking the name of Nicholson Hall (268/363) were generally well thought out and provided details that indicated that the commenter read the dossier and supporting materials, in most cases.
- The majority of comments submitted in opposition of revoking the name of Nicholson Hall (95/363) were not germane to the review process and suggested less focus on the provided materials (e.g., “I’m against wokeness”; “This is a bad use of time and money”).

### *Overall process*

- The review process followed is in accordance with the [Board of Regents Policy: Namings and Renamings](#). While the AUHC and its related work group are charged with implementing the policy, the review process and the final decision regarding whether to revoke the name of Nicholson Hall rests with the Board of Regents.
- The NRWG, AUHC leadership and staff, the Office of the President, and University Relations worked together to ensure the review process has been as transparent as possible.
- The review process, as outlined, is much more complex, nuanced, and challenging than anyone could have anticipated.
- The totality of evidence was thoroughly reviewed, considered, and discussed.
- An incorrect citation was noted by work group members in the request dossier. Following further review, it was determined that this discrepancy does not compromise the overall integrity of the request.
- NRWG members were encouraged by the extent of public engagement during the comment period (March 1 - March 18, which included spring break).
- Solicited feedback was carefully reviewed, analyzed for themes by University Relations, and seriously considered by the NRWG.

**NEXT STEPS**

Following the review of this report and related information by the AUHC at its April 2, 2024 meeting, the AUHC recommendation will be forwarded to the Office of the President by no later than April 26, 2024. Interim President Ettinger will review the AUHC recommendation and is expected to provide his recommendation to the Board of Regents later this spring.

To: Interim President Jeffrey Ettinger

From: Present and Past Directors of the Center for Jewish Studies

Professor Leslie Morris, Beverly and Richard Fink Professor in Liberal Arts

Professor and Chair Department of German, Nordic, Slavic & Dutch

Dr. Natan Paradise, Director, Center for Jewish Studies

Professor Emerita Riv-Ellen Prell, American Studies

Professor Daniel Schroeter, Professor and Amos S. Deinard Memorial Chair in Jewish History

Date: October 30, 2023

Re: Revocation of the Name of Nicholson Hall, Twin Cities Campus

Table of Contents	Page
❖ Overview	3
❖ Executive Summary of the Case	5
▪ Evidence, Sources, and Rationale	6
❖ The Case for Revocation	8
❖ Section One: Edward Nicholson repeatedly controlled and often suppressed the open exchange of ideas on campus in ways directly antithetical to the mission of a dean of students at a major public research university in his time as well as ours.	8
▪ Historical Background	8
▪ Dean Nicholson controlled and limited student life.	10
◆ <i>Dean Nicholson exerted his control over the formation of student organizations at the University of Minnesota to stop debate and discussion of political issues.</i>	12
◆ <i>Dean Nicholson controlled the university mail system to restrict and censor information available to student activists.</i>	15
◆ <i>Edward Nicholson's vision of the role of dean of student affairs was repudiated and re-envisioned by his colleagues.</i>	17
▪ Conclusion	18
❖ Section Two: Edward E. Nicholson created a political surveillance system at the University of Minnesota and secretly shared information about	

students and faculty with local and national organizations, including operatives of the Minnesota Republican party, the FBI, members of the Board of Regents aligned with political organizations that conducted political surveillance, the Citizen's Alliance, and other Minneapolis anti-labor organizations.	19
▪ <b>Historical Background</b>	20
▪ <b>Dean Nicholson initiated antidemocratic activity and surveillance.</b>	22
◆ <i>Dean Nicholson's first known surveillance project: the Seekers Club, 1920-1921.</i>	23
◆ <i>Dean Nicholson used his staff's antisemitic spy reports on the Seekers Club to provide information about student activists to surveillance organizations outside the University of Minnesota.</i>	25
◆ <i>Dean Nicholson's political surveillance of campus political activists, 1934-1941.</i>	26
◆ <i>Dean Nicholson sent names of faculty and students to people and organizations external to the University of Minnesota for their political and punitive use, endangering members of the University of Minnesota community.</i>	27
◆ <i>Dean Nicholson provided information used by Ray Chase in 1938 to create openly antisemitic and racist propaganda in the Minnesota governor's race.</i>	30
◆ <i>Dean Nicholson worked with the FBI.</i>	31
◆ <i>Dean Nicholson sent correspondence and spy reports concerning student and faculty activists to Ray Chase, which exist in Chase's archived files.</i>	32
◆ <i>Dean Nicholson dismissed Black student leadership in the struggle for equal housing and attributed all activism to white "troublemakers."</i>	35
▪ <b>Conclusion</b>	37
❖ <b>Section Three: Dean Nicholson brought disrepute to the University by using his stature as a highly visible University of Minnesota administrator to advance partisan political ends outside of the University.</b>	38
▪ <b>Historical Background</b>	39
▪ <b>Dean Nicholson was accused of undue influence over an unseated grand jury.</b>	40
▪ <b>Conclusion</b>	41
❖ <b>Section Four: Dean Edward Nicholson actively and surreptitiously worked to influence the selection of members of the Board of Regents.</b>	41

▪ <b>Historical Background</b>	<b>42</b>
▪ <b>Dean Nicholson advanced a political agenda to covertly influence the selection of new university regents that was inappropriate for a senior University of Minnesota administrator.</b>	<b>42</b>
▪ <b>Conclusion</b>	<b>45</b>
❖ <b>Final Summary</b>	<b>46</b>
❖ <b>Appendix: Selected Archival Documents</b>	<b>separate document</b>

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## Overview

We write as present and past directors of the University of Minnesota Center for Jewish Studies to advocate revoking the name of Nicholson Hall on the University of Minnesota, Twin Cities campus, named for Edward E. Nicholson, the former Dean of Student Affairs from 1917 to 1941. The building was named for him in 1945. A President’s Report offered the rationale.<sup>1</sup>

We do so following the procedures laid out in Section VII, Subd. 4 of the Board of Regents policy: Namings and Renamings.

We bring this proposal forward because Edward Nicholson's actions on and off the campus grossly undermined the University's vision of intellectual openness and educational equality in his own time. His actions offend the University’s aspirations for diversity, equity, and inclusion in our time as well. Edward Nicholson’s performance as the Dean of Student Affairs was distressingly interwoven during his tenure in the web of antisemitism and anti-democratic political repression in Minnesota and nationally. He brings no honor to the University of Minnesota. Our case for revocation will provide extensive evidence and further development of the following:

- Nicholson surreptitiously but forcefully misused his office in the 1920s and 1930s through persistently repressive treatment of students and faculty, especially in compromising their rights to free expression and debate, which he was obligated to protect as a university administrator. In doing so, he politicized the office of the Dean of Student Affairs.

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<sup>1</sup> “Edward Everett Nicholson, 1873-1949,” Minutes of the University Senate: November 1949 - April 1954, 18-19 University of Minnesota. (1946). The Biennial Report of the President, 1944 - 1946. Page 14. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/91588>, accessed February 22, 2024. The report noted that “Following a now well-established policy of renaming campus buildings after well-known former members of the faculty or staff, the Board of Regents, on recommendation of a faculty committee, renamed the ‘Old Union’ Nicholson Hall, thus honoring Dean Edward E. Nicholson, who several years ago retired from the office of the Dean of Student Affairs.”



- He undermined and punished students and faculty who were committed to creating an open and democratic student culture and a campus that included Black and Jewish students equally with white and Christian students.
- He suppressed the expression of diverse opinions and engagement with and debate over the important ideas of the period, which students sought.
- He endangered students and faculty by gathering names of those people engaged in legal, non-violent student activism and secretly reported them to those whose purpose was to harm their careers and future aspirations.
- He sought to influence the appointment of University of Minnesota regents, which he was obligated to eschew as a neutral University officer who was responsible to all members of the Board of Regents.

These actions violated the University's historic commitment to openness and intellectual pursuits well summarized in the inscription added to grace the front of Northrop Memorial Auditorium in 1936 during Nicholson's own term of office, and which shines there still:

*"The University of Minnesota: Founded in the Faith that Men are Ennobled by Understanding; Dedicated to the Advancement of Learning and the Search for Truth; Devoted to the Instruction of Youth and the Welfare of the State."*

The naming of a building at the University represents a continuing honor in our time, and the career and activities of any individual so recognized must not violate the guiding principles and mission of the University as they are articulated now. This postulate is in accord with the Board of Regents policy: Namings and Renamings. The principles and integrity of the University of Minnesota are compromised by honoring a person who violated the Guiding Principles articulated by the Board of Regents in its Mission Statement.

**In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:**

- **embodies the values of academic freedom, responsibility, integrity, and cooperation;**
- **provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance;**
- **assists individuals, institutions, and communities in responding to a continuously changing world;**
- **is conscious of and responsive to the needs of the many communities it is committed to serving...**

The University's 2008 Mission Statement emphasizes the centrality of educating students at every level to participate in a multiracial and multicultural world.

**To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and**

**prepare graduate, professional, and undergraduate students, as well as non-degree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.**

Edward Nicholson's partisan and ideologically driven conduct of his office undermined this mission in his own time and is deeply disturbing in ours.

## **Executive Summary of the Case**

Our case to remove Edward Nicholson's name from a University of Minnesota building consists of four sections. Each demonstrates that he deliberately subverted the University's mission and guiding principles as currently stated, which the Board of Regents identified as grounds for Revocation of a name on a University of Minnesota building. The four sections are:

1. **Nicholson repeatedly controlled and often suppressed the open exchange of ideas on campus that as Dean of Student Affairs he was obligated to protect.** This section reveals how Nicholson exercised his authority as Dean of Student Affairs in 1920-1921 and then from 1934 to 1941 to suppress a student movement that sought the open exchange of ideas, the right to circulate diverse ideas and materials in multiple venues, to control which speakers of various political perspectives were invited to campus, and to freely form student organizations to which he objected despite their sponsorship by university faculty.
2. **Nicholson created a secret political surveillance system at the university and covertly shared information about students and faculty.** This section describes Nicholson's political surveillance work on campus beginning in 1921, how he cooperated with the FBI, and how he then intensified that work through an alliance and quid pro quo relationship with partisan political operative Ray P. Chase. Chase was a long-time Minnesota State Auditor who challenged the independence of the University of Minnesota. He also served in the United States Congress and ran for and lost several offices. Thereafter, beginning in circa 1936, he worked as a Republican political operative and created an institute that distributed political propaganda that often falsely attacked the University for being dominated by communist students and faculty. In the late 1930s, he corresponded with and offered to exchange information about "subversives" with several reactionary and pro-German leaders in the United States.

Nicholson cooperated not only with the FBI, but engaged in on-campus surveillance of faculty and students and their organizations, even after approving their formation. He secretly shared these names with Republican Party activist Chase and with multiple political figures and organizations external to the University of Minnesota. He monitored student participation in off-campus political activities. These surveillance reports often specifically noted which students were Jewish or Black.

Chase published the first and most notorious work of antisemitic, as well as racist, political propaganda in the 1938 governor's election campaign. Some of that propaganda was based on information Nicholson surreptitiously provided to Chase. Following its widely distributed and discussed publication, Nicholson's alliance with Chase intensified as he continued to send him names of faculty and students for political use, despite Chase's obvious racist and antisemitic election tactics.

3. **Nicholson brought disrepute to the University by using his stature as a highly visible University administrator to advance partisan political ends outside the University.** This section explores Nicholson's role in anti-labor politics and the role he played in the Hennepin County Law and Order League from 1934 to (at least) 1937, as well as at the time widely-known accusations against him in 1936 and 1937 for misconduct as Chairman of the Association of Former Grand Jury Foremen. This conduct led the Minneapolis City Council to call on the University of Minnesota to remove him from his position in 1937.
4. **Nicholson, while serving as a dean, sought to influence the selection of Regents for his own political ends, a gross conflict of interest and duty as a neutral University administrator.** This section lays out how Nicholson, a high-level member of the University administration who would need to work with all Regents, engaged in behind-the-scenes campaigns from 1936 to 1941 to block the selection of candidates for Regents with whom he disagreed politically, and to advance candidates who were part of the major Minneapolis organized business interests who worked to stop unions, suppress dissent and activism, and engage in political surveillance. It describes his partnership with political operative Ray Chase to recruit and build political allies to advance their political agenda. Chase constantly attacked the University of Minnesota as a "communist hotbed," and irresponsible with its funds. Yet, Nicholson's alliance with Chase only grew in scope as they worked to influence the selection of Regents and ever more aggressively pursued surveillance of faculty and students.

### **Evidence, Sources, and Rationale**

Our case for removing Nicholson's name from a university building is based on research undertaken from 2016 to 2023 that draws on dozens of sources: the University archives of the University of Minnesota, the archives of the Minnesota Historical Society, FBI records that name Nicholson as a source, the *Minnesota Daily*, the Minnesota press, including the Black and Jewish local presses, and highly-regarded scholarly works on American and Minnesota history. Much of what we learned about Nicholson was not found in the papers of the Dean of Student Affairs at the University of Minnesota archives. Rather, the papers of Ray Chase at the Minnesota Historical Society held essential information about Nicholson, including not only correspondence between Chase and Nicholson but also dozens of internal University of Minnesota documents that could only have been sent by Nicholson to Chase.

Although, as is to be expected, there is a public record of students who appreciated Nicholson as dean, the voices of those he disciplined and constrained are far more difficult to find, as are private perceptions of him by his peers. However, confidential memos by his colleagues tell an important and different story about his tenure as dean, as do sources such as the *Minnesota Daily* and the Minneapolis press. For much of the 1930s, many student activists spent some or all of their periods of study in conflict with the very person who should have supported their commitments to racial equality and open and active debate about the major economic and global issues of their era. They belonged to organizations as diverse as the YMCA/YWCA, All-University Council, the *Minnesota Daily*, Executive Committee of the Boycott Berlin Olympics, and student activist groups such as the American Students Union, the Social Problems Club, and the National Students League, among many others. We have discovered examples of their deep frustration outside of traditional archives of university documents.

We call for the removal of Edward Nicholson's name because we support the University of Minnesota's commitment to honor those whose behavior is consistent with the University's mission and guiding principles, maintain the integrity of the University and enhance its reputation, upholding thereby the high principles of our state and university. We likewise support the University of Minnesota's commitment to revoke any naming inconsistent with these values. As scholars of Jewish Studies as well as other fields, we share a deep commitment to recognizing and analyzing the immense cost to religious and racial minorities at the hands of those in power in societies that have oppressed them. Some of our scholarship and teaching focuses on leftist and progressive movements, ideas and activism that are a powerful strand in modern Jewish history and were openly and unrelentingly attacked by Edward Nicholson. We are all too aware of what happened to Jews, minorities, and political dissenters throughout the world when state and institutional power was used against them and their allies. We are also attuned to the social and political conditions under which civic life flourishes and has been most successful in assuring the rights of religious and racial minorities. The University of Minnesota has committed itself to educate for and foster a democratic and pluralist civil society committed to the very openness that Edward Nicholson worked assiduously to undermine.

For these reasons, we submit this call to remove Edward Nicholson's name from a University building.

## The Case for Revocation

### Section One:

**Edward Nicholson repeatedly controlled and often suppressed the open exchange of ideas on campus in ways directly antithetical to the mission of a dean of students at a major public research university in his time as well as ours.**

This section reveals how Nicholson used his authority as dean of student affairs from as early as the 1920s, but more prominently from 1934 to 1941 to limit a student movement that sought the open exchange of ideas, the right to circulate diverse points of view and materials in multiple venues, to hear from speakers of various political perspectives, and to freely form student organizations with the sponsorship of university faculty. In this way, Nicholson's efforts violated the University's commitment to the free exchange of ideas that extended from its founding to Nicholson's time as dean of student affairs as well as to the Board of Regents Guiding Principles for the University of Minnesota that calls on the institution "to embody the values of academic freedom, responsibility, integrity and cooperation and to provide an atmosphere of mutual respect free from...forms of prejudice and intolerance and assist individuals...in responding to a continuously changing world."

### Historical Background

The work of the dean of student affairs changed dramatically beginning in the 1920s and grew exponentially until 1941 when Edward Nicholson retired. In writing his own history of the office, he reflected that the changes were not only the result of a growing student body, but from what he termed "the spirit of unrest not only in the University, but over the whole nation."<sup>2</sup> His observation referred to both the earliest stirrings of the first student movement in the nation's history and the political unrest during and immediately after WWI. That college student movement took shape in the early 1920s, and then became widespread in the 1930s, beginning with opposition to the entry of the United States into another world war with Germany. In addition, this movement was committed to students' rights on the campus for political autonomy and free speech, and to the fight for racial equality.

Students involved in the movement sought to engage in debate and discussion about the major economic and social issues of the day during the Great Depression, and to protest what they saw as injustice, which included fighting for the civil rights of Black Americans. Students also wanted a student government that gave them meaningful roles in campus life. The University of Minnesota had

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<sup>2</sup> "The Dean of Student Affairs," undated, Dean of Student Affairs Box 12, Folder Policy and Procedures 1935-1946, University of Minnesota Archives. Based on Nicholson's chronology in the memo, he is describing the period after WWI.

one of the most active student movements in the country during this period, along with the highest circulation student newspaper, the *Minnesota Daily*.<sup>3</sup>

Dean Nicholson oversaw, and thus had control over, every aspect of student life. He exercised that control aggressively. More than any other administrator, he was the lightning rod for student frustration and dissent because of his prominent role in suppressing them. What several student leaders did not know is that their disagreements with Nicholson led to his passing their names to both political partisans and the FBI, as will be discussed in Part Two.

Nicholson's approach to student activism was shaped by dramatic changes in America during and following World War I (1914-1918) when civil liberties were sharply curtailed. Both the Espionage Act (1917) and the Sedition Act (1918) allowed, in the name of loyalty and support for the war, federal officials in various agencies--including an expanded FBI, as well as vigilante groups--unprecedented rights to censor the mails, withhold any mail or publications deemed unpatriotic, and attack with impunity organized labor, left-wing organizations, and conscientious objectors. Activists in those movements were harassed, physically attacked and incarcerated. Wiretapping and surveillance became important tools in these crusades. These draconian rules were widely challenged in their own era by a cross section of Americans, not only those who were harmed by them directly, but by politicians, journalists, scholars, and citizens who challenged their repression.

The end of the war brought no relief. The first Red Scare (1919-1920) more aggressively empowered agents of government, particularly the new FBI Radical Division under a young J. Edgar Hoover, to partner with the Department of Justice to detain and deport non-citizen immigrants without due process, on evidence which in most cases proved to be flimsy or non-existent. The Palmer Raids became an embarrassment to the FBI and the government. In addition, Hoover introduced a system which tracked any American who was deemed a Leftist by the FBI through a card file that ultimately contained the names of 50,000 men and women viewed as subversives. Little attention was paid to ideological and political differences among these people.

The Espionage and Sedition acts appeared to function as a model for Nicholson's approach to students and student activism as he sought to control student mail, to curtail open distribution of information and to limit access to publications on campus, despite President Warren G. Harding's withdrawing support for these very measures when he assumed the presidency in 1921.<sup>4</sup>

Many scholars of this period look back upon it as a devastating attack on American values and rights. Following WWI and thereafter there was never a consensus that the nation depended on these violations of Americans' rights to remain safe. Nicholson and his allies were on a reactionary end of that spectrum of debate. Section Two will explain that Nicholson's approach to the student left was often more extreme than at peer institutions.

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<sup>3</sup> Robert Cohen, *When the Old Left Was Young: Student Radicals and America's First Mass Student Movement 1929-1941*, (New York and Oxford: Oxford University Press, 1977), 95. The *Minnesota Daily's* masthead in this period described itself as the publication having the highest circulation among universities.

<sup>4</sup> Among excellent recent and other scholarship on this era are: Beverly Gage, *Gman: J Edgar Hoover and the Making of the American Century* (New York: Viking Press, 2022); Adam Hochschild, *American Midnight: The Great War, A Violent Peace, and Democracy's Forgotten Crisis* (New York: Mariner Press, 2022); Jay Feldman, *Manufacturing Hysteria: a History of Scapegoating, Surveillance, and Secrecy in Modern America* (New York: Pantheon, 2011).

## Dean Nicholson controlled and limited student life.

The first wave of student activism at the University of Minnesota focused on both opposition to the United States entering new wars in Europe and the requirement that all undergraduate males participate in the Reserve Officers' Training Corps (ROTC) "for the defense of the nation." Student activists opposed the ROTC requirement of three times weekly marching exercises, called "drilling." In 1932-1933, undergraduate students launched a campaign that would continue for some years to make the drilling requirement optional, as it was at the University of Wisconsin. In that same period, on the anniversary of the WWI armistice, there were yearly campus anti-war protests throughout the country from 1934-1941, at which point the United States declared war on Japan, and Germany and Italy declared war on it three days later.

University of Minnesota students organized among the largest of those demonstrations. Students held different sides on these issues, but the dominant group opposed entering another war in Europe and military drilling. Both opposition to war and ending mandatory ROTC were issues that engaged Minnesota's governor and state legislature, as well as the University of Minnesota administration.<sup>5</sup> Debates that appeared in the *Minnesota Daily*, campus politics, and the relationships between many students and Dean Nicholson centered on these concerns through the spring of 1934.<sup>6</sup>

Ultimately, these issues dovetailed with others on the campus in the 1930s that included students' broad campaigns to reform student government to take a more meaningful role in campus life, and the right to organize political groups as campus organizations. Students frequently found themselves in conflict with Edward Nicholson, who worked to contain and limit their rights to circulate information and to assembly, and limited their autonomy, as will be described below.

Nicholson was able to gain ever greater control over student activism, debate, and campus organizations in this period because of university policies that were both revitalized and extended to limit radically where and how any information for student organizations and activities could appear or be distributed on campus. Nicholson was broadly authorized to put in place a policy by the Board of Regents through President Coffman's appointment of him; however, it was Nicholson whose reach extended everywhere in student life. Notably, Nicholson did the following:

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<sup>5</sup> University life and politics in the 1930s were integrated into municipal, state and national politics. The party that dominated elective offices and the State House was the Farmer-Labor Party, one of the most successful progressive parties in the United States. Richard M. Valelly, *Radicalism in the States: The Minnesota Farmer-Labor Party and the American Political Economy* (Chicago: University of Chicago Press, 1989).

<sup>6</sup> These events were described from the perspectives of student activists in three important sources: Eric Sevareid, *Not So Wild a Dream* (Columbia: University of Missouri Press, 1995); Oral history interview with Rosalind Matusow Belmont, April 4, 1982, 20<sup>th</sup> Century Radicalism in Minnesota Oral History Project, Minnesota Historical Society pages 6-7, <http://www2.mnhs.org/library/findaids/oh30.xml>, accessed February 22, 2024. Lester Breslow and Robert Scammon, "One Front in Minnesota." *Student Review*, January 11, 1934, 14-15.

- Exerted control over what mail could be delivered to students in campus mailboxes, not only from campus organizations but via first-class mail as well.
- Required his approval for any outside speaker to the campus, and additionally the University President's office had to approve anyone from out-of-state.
- Determined what constituted "propaganda," although he never defined it to any student group that was punished for engaging in it, including student publications.
- Decided the fate of any student group that sought official status as a campus organization.

In 1935, following anti-drill campus activism, the Board of Regents approved a resolution calling for confining "publicity material" to bulletin boards and recognized University channels. Dean Nicholson, however, as President Coffman's appointee, devised and enacted extreme controls. On January 30, 1936, the *Minnesota Daily* printed the new rules that were approved by the University Senate Committee on Student Affairs, whose student members were appointed by President Coffman, and whose faculty members were sympathetic to Nicholson's views. The committee worked directly under Nicholson.

The system he put in place was sufficiently severe that students were concerned that their organizations, according to the YMCA president, would be unable to advertise adequately even their dances.<sup>7</sup> The number of bulletin boards where information he approved could appear was limited to nine campus locations, and nowhere else, which stopped the use of any wall space in buildings, banners on buildings, or other public areas.

Nicholson not only radically limited where information could be posted and circulated, but in contravention of the University's mission and Guiding Principles, which are the criteria for honoring a person whose name is on one of its buildings, he also exerted control over the content of what was acceptable to be circulated. Every poster had to be approved by the Office of the Dean of Student Affairs. The rules were so finely detailed that, for example, regulations for advertising for a University Symphony orchestra concert were specified. As the *Minnesota Daily* noted, "Censorship of printed materials and speakers is in the hands of Dean Nicholson. The dean has not outlined any policies which he will follow in exercising his power."<sup>8</sup>

In addition, rules regarding three "classes of organizations" were also enumerated. The lengthiest rules referred to the dean's newly invented category of organizations with "partial supervision by off-campus groups." All judgments rested with Nicholson and no information was given about what would place a group in a particular category. Subsequent reflections in the

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<sup>7</sup> "Campus Fears Abuse of Rule on Propaganda," *The Minnesota Daily*, January 31, 1936. Retrieved from the University of Minnesota Digital Conservancy. <https://conservancy.umn.edu/bitstream/handle/11299/234518/19360131.pdf?sequence=1&isAllowed=y>, accessed February 22, 2024.

<sup>8</sup> "Campus Fears Abuse of Rule on Propaganda," *The Minnesota Daily*, January 31, 1936. Retrieved from the University of Minnesota Digital Conservancy. <https://conservancy.umn.edu/bitstream/handle/11299/234518/19360131.pdf?sequence=1&isAllowed=y>, accessed February 22, 2024.



*Minnesota Daily* noted that “propaganda” and “propagandists” were never defined, which allowed Nicholson to reject anything he chose. He was now in charge of every aspect of every form of communication. The *Daily* article noted that “administrators” declared this constituted “liberalization” of rules. The claim was viewed as unconvincing throughout the campus.<sup>9</sup> The *Minnesota Daily* further noted that the “regulations were gathered and published largely as the result of several skirmishes during the past few months with liberal groups on the campus about the distribution of printed material.” The aim of these rules, according to the *Daily*, was unquestionably the suppression of the ideas of student activists.<sup>10</sup>

*Dean Nicholson exerted his control over the formation of student organizations at the University of Minnesota to stop debate and discussion of political issues.*

Students sought official recognition for their clubs, leagues, discussion groups, and organizations in order for them to meet on the campus. During the economic crisis of the Great Depression, shared meeting spaces were crucial to a community life. The landscape was dynamic; activists formed national and local organizations, dissolved them to join forces with others, and to branch off as well. Visions, ideologies, activism, and leadership changed in these groups; they were anything but monolithic.<sup>11</sup>

Dean Nicholson had absolute authority over whether students could form these groups through his leadership of the University Senate Committee on Student Affairs. Our research uncovered in the papers of Republican Party activist Ray P. Chase at the archives of the Minnesota Historical Society an abstract of what happened at some of the committee meetings where students and some of their faculty advisors came to plead their case for creating organizations which were associated with the national student movement from 1935-1937.

Minutes of these committee meetings exist in the University Archives. However, the notes in the Chase collection are far more detailed than standard committee meeting minutes. In addition to listing the names of students and faculty who appeared before the committee, the summaries of dated meetings reveal that Dean Nicholson, and to a lesser extent Dean of Women Anne Blitz, peppered students and faculty advisors petitioning to form groups with questions. The advisors were distinguished faculty of the University of Minnesota, including Benjamin Lippincott (Political Science) and Harold Benjamin, Assistant Dean of the School of Education. They and Professor Joseph Warren Beech (English), among others, sponsored student organizations that they stated they did not necessarily agree with politically because they believed deeply in the principles of a liberal education to debate and discuss ideas. (See Appendix: Exhibit 1)

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<sup>9</sup> “Poster Restriction Rules Announced by Senate Group,” *The Minnesota Daily*, January 30, 1936. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/234517>, accessed February 22, 2024.

<sup>10</sup> “Poster Restriction Rules Announced by Senate Group,” *The Minnesota Daily*, January 30, 1936. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/234517>, accessed February 22, 2024.

<sup>11</sup> Robert Cohen, *When the Old Left Was Young: Student Radicals and America’s First Mass Student Movement, 1929-1941* (Oxford and New York: Oxford University Press, 1997), 42-98.

Nicholson rejected the formation of a group if he believed it “was under the control of the Communist Party,” although he offered no proof that was the case. He refused many proposed clubs where students wanted to discuss political issues or hear from a wide variety of speakers who would be invited to campus. He insisted to the students and faculty advisors that such groups were unnecessary and undesirable.<sup>12</sup>

In 1936, for example, Warner Shippee, a student who was granted conscientious objector status by President Coffman so he would not have to join ROTC, was required to attest that he was not a member of one organization presumed to be communist in order to receive recognition for another group. He had to defend Robert Loevinger, a student active in student government and antiwar activism, as “not a communist.” Among the issues which the new group, an alliance of several student groups, cared about were “federal aid to students, Negro discrimination, academic freedom,” among others. Nicholson thought the group might be approved “provisionally,” but only if he could dictate which groups would be in the alliance and which he could exclude.<sup>13</sup>

Pages that summarized and were abstracted for Chase (apparently by Nicholson, to be discussed below) focus not only on the refusal to recognize a communist club, but on querying the student who proposed it, Rosalind Matusow, about how she spent her time, what she was doing at the women’s dormitory, Sanford Hall, and to whom she was speaking when she was there. She did ask the committee members why that was relevant. The minutes also include a letter the University of Minnesota received about Matusow from a person in New Jersey who accused her of being a communist. Matusow was not given an opportunity to see it or respond to it.<sup>14</sup> The subcommittee of the Student Affairs Committee assigned to explain why no communist club would exist at the University of Minnesota insisted that, “There is no demand for instruction in Communism from farmers, nor from organized labor, for office workers, nor employers. On the other hand, many important groups are violently opposed to all of its manifestations.” Nicholson and his subcommittee’s insistence that these issues did not matter to students, let alone Minnesota workers, farmers and citizens, defied the facts. These issues were constantly debated, not ignored, and campus life was alive with debate about those very issues. Dean Nicholson and his committee censored and suppressed that debate by denying its interest to Minnesotans.<sup>15</sup>

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<sup>12</sup> *Abstract from Minutes of Senate Committee on Student Affairs*, October, 1936-May, 1937, Ray P. Chase, Box 42 Folder October 1-25, 1938, Minnesota Historical Society. Section Two will discuss who prepared these documents for Chase.

<sup>13</sup> *Abstract from Minutes of Senate Committee on Student Affairs*, October, 1936-May, 1937, Ray P Chase, Box 42, Folder October 1-25, 1938, Minnesota Historical Society, which covers students being asked about the National Student Alliance, and the quizzing of Rosalind Matusow.

<sup>14</sup> *Abstract from Minutes of Senate Committee on Student Affairs*, October, 1936-May, 1937, Ray P Chase, Box 42, Folder October 1-25, 1938, Minnesota Historical Society, which covers students being asked about the National Student Alliance, and the quizzing of Rosalind Matusow.

<sup>15</sup> *Abstract from Minutes of Senate Committee on Student Affairs*, October, 1936-May, 1937, Ray P Chase, Box 42, Folder October 1-25, 1938, Minnesota Historical Society.

Several of the University of Minnesota's most distinguished faculty members were disturbed by Nicholson's attack on student activists and student groups, which suggests that the questions and comments to which students were subjected are not only troubling from the perspective of the 21<sup>st</sup> century. For example, Lippincott wrote to President Coffman urging him to question the policy of "recognition" of clubs and the control over speakers. He viewed the approach as "paternalistic," and worried that it constituted "censorship." He wondered, "For who is competent to say who should be heard?"<sup>16</sup> Lippincott directly repudiated Nicholson's control over student life.

Perhaps more surprising was a letter from Malcolm Willey to President Coffman about this issue. At the time, Willey served as Dean and Assistant to President Coffman, enforcing his policies. "What would we lose," he wrote in 1936, "if we recognized no groups and therefore were in a position to disclaim responsibility for any of them...There are apparently many (faculty) like myself who are gravely perplexed on the matter of student activities and who have more than reasonable doubts that the present system on this campus is not working to the best interest of the university as a whole, or the student relations to the administration."<sup>17</sup> Willey questioned the policy of recognition that rested solely in Nicholson's hands, with the consent of the Senate Committee on Student Affairs, and allowed absolute control over what groups and ideas would be judged acceptable to the University of Minnesota. Rather, Willey suggested, the University of Minnesota could sidestep accusations by legislators or arch-conservatives of supporting "radical" or even "liberal" organizations if any group could be formed. Willey, however, went farther when he spoke for "others on the faculty," who were fundamentally opposed to censoring student organizations or ideas.

The policies persisted, however. When students appealed to him for the right to meet on campus President Coffman would respond that it was not up to him, but to Dean Nicholson (with no mention of a committee process). Despite Coffman and the Regents having final authority, there was no question that Dean Nicholson was not only the policy's public face, but its architect.<sup>18</sup>

It was Nicholson who insisted that selected student organizations include the names of their members to receive recognition. The proposed Communist Club agreed to provide a list of names, but then noted that other groups were not required to provide them. All of them agreed that to publicly share the names of students who identified themselves as members of left-wing organizations could have dire consequences for them or their parents. They could be "blackballed" from jobs or professional schools in medicine or law, for example. Their names

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<sup>16</sup> Benjamin Lippincott to Lotus Coffman, April 15, 1937, Office of the President, Box 18, Folder Students, 1933-39, University of Minnesota Archives.

<sup>17</sup> Malcolm Willey to Lotus Coffman, June 4, 1936, Office of the President, Box 84 Folder Communism 1935-1950, University of Minnesota Archives.

<sup>18</sup> Malcolm Willey to Lotus Coffman, June 4, 1936, Office of the President, Box 84 Folder Communism 1935-1950, University of Minnesota Archives.

could be circulated to others off the campus. Deans Nicholson and Blitz simply insisted on names and did not promise or affirm that the names would never be revealed.<sup>19</sup>

Dean Nicholson sometimes proclaimed that he wanted to approve student groups. Ironically, even when he did approve a political club, he dispatched staff members to spy on those very organizations. Their reports often ended up off-campus in the files of a Republican political operative. In addition, he passed many of the very names he insisted on collecting, who he identified as “subversives,” to politicians and the FBI, which will be discussed in Section Two.<sup>20</sup>

*Dean Nicholson controlled the university mail system to restrict and censor information available to student activists.*

The rules that caused the greatest concern among students focused on the circulation of information through the student mailboxes located in Northrop Auditorium. Dean Nicholson exercised his control over the circulation of information to determine:

- What content students could communicate to others.
- To whom that information could be sent.
- What he deemed was of importance or of “no interest” to students.
- What was “political,” which he refused to define, but which allowed him to censor it.

The University mail system was under the immediate control of J.C. Poucher, who reported directly to Nicholson and was responsible for enforcing his directives, resulting in many forms of censorship. Rancor over these issues came immediately when the University announced the rules on mailboxes and led to student resolutions condemning the Dean of Student Affairs and to a lawsuit.<sup>21</sup> Nicholson enforced his policies on use of mailboxes even before the rules appeared in the *Daily*.

In the fall of 1935, Nicholson disrupted one of the year’s most significant national debates that reached the University of Minnesota. It focused on whether the United States should boycott the 1936 Berlin Olympics, which were to be held in Nazi Germany, and whether to condemn openly Nazi policies committed to the racial superiority of Germans, the denial of all human rights, the rule of law and the elimination of Jews, Roma, and L.G.B.T.Q. people, among others. Nicholson refused to allow the Student Olympic Boycott Committee to circulate and inform all campus organizations of their boycott resolution addressed to the Amateur Athletic Union, condemning the Nazi refusal to allow German Jews to participate in the games. The committee

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<sup>19</sup> *Abstract from Minutes of Senate Committee on Student Affairs*, October, 1936-May, 1937, p. 6, Ray P. Chase, Box 42, Folder October 1-25, 1938, Minnesota Historical Society.

<sup>20</sup> *Abstract from Minutes of Senate Committee on Student Affairs*, October, 1936-May, 1937, Ray P. Chase, Box 42, Folder October 1-25, 1938, Minnesota Historical Society. This issue will also be discussed in Section Two.

<sup>21</sup> “Poster Restriction Rules Announced by Senate Group.” *Minnesota Daily*, January 30, 1936. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/234517>, accessed February 22, 2024. “Coalition to File Protest Against Dean,” *The Minnesota Daily*, December 3, 1936.

also invited campus organizations to attend a meeting on December 5, 1935, where the resolution would be discussed.

On Saturday, November 23, 1935, the Boycott Committee attempted to distribute to the student mailboxes 140 letters seeking support for a boycott. The mail was refused by Poucher, who invoked Nicholson's rule that these letters could not be distributed because they lacked "all University interest." When refused, the Executive Committee challenged the rule by mailing 50 letters through the United States Postal Service to the heads of student organizations. The letter informed these student leaders that a resolution had been passed on November 17 and asked them to solicit their members' views and attend the final meeting. Nicholson rejected these letters as well. The letters mailed from off-campus through the U. S. Postal Service were returned rather than delivered. The students attempted to appeal, but it was to no avail. The only appeal was to President Coffman, who was out of the state.<sup>22</sup>

At this point, what Nicholson deemed of "no interest" to the student body was supported by many organizations, including fifteen social fraternities, the M Club (all male athletes who had excelled in sports), the YMCA/YWCA, the Catholic Newman Society and the Menorah Society, the Jewish student organization, and organizations of girls enrolled in physical education. The Farmer-Labor Club, Progressive Party and other groups also supported the resolution. It was also broadly debated on campus.<sup>23</sup> The *Minnesota Daily* editorialized against it. So many letters were written to the newspaper that it required a special section where they were published.

University of Minnesota students advocated different points of view on the resolution, and many were highly engaged and embraced vigorous debate on the issue. Nicholson attempted to control and contain debate by refusing their right to circulate information. He continually equated other peoples' politics with propaganda and cut off student access to send or receive information. Although students were allowed to meet, Nicholson erected a high wall of censorship that denied students the right to educate one another about the impact of world events on their lives and give them an opportunity to object to Nazi policies. He labeled that education "political," and censored it by invoking a Board of Regents policy that he essentially created. Nicholson suppressed the emergence of a multicultural democratic university when he claimed that this and other issues "lacked general interest."

Dean Nicholson's censorship was all the more troubling because the Department of German hosted on campus Hans Luther, the Nazi ambassador to the United States, on November 17, 1935. Luther's visit came two months after the Hitler regime had instituted the Nuremberg Race Laws, which, among other forms of persecution, stripped all Jews of their citizenship, forbade sexual relations between Jews and non-Jews, and removed Jews from many forms of employment. In 1933, Nazis had organized massive book burnings of works written by Jews and intellectuals deemed as lacking racial purity. Luther's trip to the Midwest was scheduled to

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<sup>22</sup> "P.O. Rejects Boycott Mail," *Minnesota Daily*, November 26, 1935. "Boycott Group Plans Appeal." *Minnesota Daily*, November 30, 1935.

<sup>23</sup> "Anti-Olympic Move Stirs U of M Campus," *American Jewish World*, November 22, 1935. "Campus Group Asks Withdrawal of US Team," *Minnesota Daily*, November 20, 1935.

drum up support for America participating in the upcoming Olympics. The strongly German ethnic roots of the Midwest seemed ideal for Luther to find a sympathetic hearing, which turned out to be far from the case. In blocking mail about a boycott of the Berlin Olympics, Nicholson prevented students from communicating effectively with one another about an issue of this magnitude, shortly after confronting the public face of Nazism on their campus.<sup>24</sup>

A second conflict over the censorship of mail occurred in December 1936, as reported in issues of the *Minnesota Daily*. It led to a group of activist student organizations entering a “formal complaint” to the United States Attorney against Edward Nicholson for “interference with the U. S. mails.”<sup>25</sup> This conflict emerged from Nicholson’s refusal to distribute circulars sent in November via third-class mail from the Progressive Council, a coalition of the Farmer-Labor Club, the Progressive Party, and the Minnesota Student Alliance. The circulars simply mentioned events and urged students to vote in upcoming student elections. The circulars were impounded by the dean. Later that month, he refused to distribute first-class letters mailed by the Council to its membership, which were instead returned to the sender. Nicholson’s rationale was that the group was an “outside firm,” defined by Nicholson for this occasion and never previously. Therefore, he claimed, these student groups were not entitled to contact students.

The students lost their lawsuit over the delivery of US mail. The United States Post Office’s solicitor ruled that once mail was delivered to the University Dean Nicholson had the right to “impound” any mail to any faculty member or student sent to the campus based on his interpretation of Regents’ policies. Nicholson did not shrink from exercising that power. If this coalition made any further appeals, we have not uncovered these cases.<sup>26</sup>

Dean Nicholson focused on control and discipline in responding to students, which he achieved by making himself the sole authority to decide what was “politics,” what was “propaganda,” what was an “outside firm,” and what were acceptable political ideas, which then allowed him to censor information he disapproved. Censorship of the mail and control of its distribution was a key feature of the contested federal Espionage and Sedition amendments for the specific purpose of curtailing civil liberties. Edward Nicholson used these techniques to contain as much as possible the distribution of ideas that he deemed, without explanation, “dangerous.”

*Edward Nicholson’s vision of the role of dean of student affairs was repudiated and re-envisioned by his colleagues.*

In anticipation of Nicholson’s retirement, Dean Malcolm Willey, who served as a senior staff person to Presidents Coffman, Ford, and Coffey, was tasked with appointing a committee to consider the duties of a dean of student affairs. It led to a radical change, shedding many of the responsibilities that Nicholson had controlled. Indeed, no dean was again given that degree of control over student life.

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<sup>24</sup> “Luther Says Everything’s OK But Students Protest Olympics,” *Minnesota Daily*, November 25, 1935.

<sup>25</sup> “Coalition Unit to File Protest Against Dean,” *Minnesota Daily*, December 3, 1936.

<sup>26</sup> “Federal Post Office O.K.’s U. Authority to Hold P.O. Mail,” *Minnesota Daily*, December 11, 1936.

A confidential memo held in the University Archive illuminates effectively how Edward Nicholson was regarded by some of the people who had worked with him as his administrator peers. As part of the review of the Office of Dean of Student Affairs, Edmund Williamson, who was “coordinator of student personnel services” under Nicholson, penned a confidential memo to Willey. He wrote,

In my judgement these important phases of student life have been ineffectively supervised. Student leadership has been stifled and to (sic) much emphasis has been placed on control by means of authority. The control of student life by means of mores and leadership is more promising than regulation by the authority of administrators. A desirable type of sociology cannot be developed if the advisers of student government and activities wield influence through their disciplinary powers. For this reason discipline should not be a function of the two supervisors (Nicholson and Anne Blitz, Dean of Women) of student social life.<sup>27</sup>

Dean Willey’s committee appeared to agree with this assessment. In an apparent repudiation of Nicholson’s approach to managing student affairs, Edmund Williamson was appointed Dean of Student Affairs two years later and served for 28 years. Dean Williamson completely reorganized the office and his duties and philosophy of student life as dean.

## **Conclusion**

During Edward Nicholson’s time as Dean of Student Affairs, the University of Minnesota was alive with competing ideas about politics, economics, and citizenship. The emergence of a movement for integrated housing and Black rights throughout the 1930s revealed a campus beginning to create a multiracial democracy. Students were engaged with every global and national issue of the day. As Dean of Student Affairs, Edward Nicholson responded to the powerful campus student movement through repression, censorship, and control of ideas and students. Even when he allowed the formation of student organizations, as the next section will reveal, he continued monitoring student ideas and behavior with a plan to share that information outside of the University of Minnesota with politicians who were actively gathering names of “subversives” and “radicals” deemed as unpatriotic.

Nicholson politicized his office in the many ways he publicly sought to close off the campus as a place of debate and respect for competing opinions. His attack on activists’ ideas and movements for change was both evident and secretive. Nicholson sought to repress debate, demonstrations, and activism at sometimes remarkable lengths—limiting where information could be posted, what information could be circulated, and how dissent could be articulated. Section One offers only a fraction of the issues that Nicholson attempted to control because the

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<sup>27</sup> Memorandum to Dean M.M. Willey from E.G. Williamson, January 24, 1939, Dean of Student Affairs, Box 12, Folder Policy and Procedure, 1935-1946, University of Minnesota Archives.

list is just too long to detail every example. We have highlighted the most significant ones, and noted others in footnotes, or referred to sources about them.

The Dean of Student Affairs was not legally or officially the University's final authority. He ostensibly implemented policies set by the Board of Regents and President Coffman for much of the 1930s. Nevertheless, he initiated and exercised control over student life over the objections of other senior administrators and faculty. Nicholson was apparently not content to merely implement policies. He urged, for example, even greater control over students' rights to hear from outside speakers when he informed President Coffman in 1933 that United States Senator Thomas Schall (R-Mn) spoke to the Student Forum, the organization that brought speakers to campus, without prior permission from him or the president. Nicholson's solution was tighter control and greater centralization under his office of any invitation to any speaker. He proposed to "reestablish restrictions by action, we will say, of the Board of Regents."<sup>28</sup> The dean comfortably asserted his right to define what the regents wanted without consulting them. (See Appendix: Exhibit 2)

The way that he shaped and implemented these policies did not respect the guiding principle of academic freedom, "integrity and cooperation," and creating an "atmosphere of mutual respect free from forms of prejudice and intolerance." Not only in hindsight, but to the students and colleagues of his own time, Dean Nicholson did not conduct the Office of Student Affairs in a manner that was consistent with those high ideals.

## **Section Two:**

**Edward E. Nicholson created a political surveillance system at the University of Minnesota and secretly shared information about students and faculty with local and national organizations, including operatives of the Minnesota Republican party, the FBI, members of the Board of Regents aligned with political organizations that conducted political surveillance, the Citizen's Alliance, and other Minneapolis anti-labor organizations.**

This section describes Nicholson's alliance and quid pro quo relationship with partisan political operative Ray P. Chase, which includes Nicholson's on-campus surveillance of students, and his secretly sharing information with Chase, the FBI, and Twin Cities organizations about students and faculty that violated his duties as Dean of Student Affairs.

We argue in this section that Nicholson's conducting political surveillance throughout his tenure as dean of student affairs was inconsistent with the University's mission and guiding principles

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<sup>28</sup> Edward Nicholson to L.D. Coffman, November 18, 1933, Dean of Students, Box 12, Folder President 1925-1935, University of Minnesota Archives.



then and now, bringing harm to the reputation of the University when made public. He violated a key “Guiding Principle” of the University of Minnesota identified by the Board of Regents. This Guiding Principle holds that,

**In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:**

- **embodies the values of academic freedom, responsibility, integrity, and cooperation;**
- **provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance;**
- **assists individuals, institutions, and communities in responding to a continuously changing world;**
- **is conscious of and responsive to the needs of the many communities it is committed to serving.**

The potential impact of giving names of undergraduate and graduate students and faculty to private organizations and governmental agencies in the 1920s, 1930s and early 1940s, during a period of profound political repression, was grave.

## **Historical Background**

As noted above, the rise of extensive surveillance in the United States grew out of political changes that began with the nation’s entry into WWI. The expansion of surveillance efforts developed in tandem with a successful United States movement of organized labor and the Russian Revolution and expanded during the Great Depression as industries sought to control their workforces. As early as the 1920s, and throughout the 1930s and the 1940s, university administrators across the country used surveillance not only to monitor but to punish student activists. Charges of disloyalty were leveled at faculty and students at universities throughout the United States, including the University of Minnesota. The student movement was committed to ameliorating economic inequality, to the rights of all students to an education and to fairly paid labor, as well as equality for Black Americans. It was caught in the webs of surveillance that were woven together on and off-campus by administrators and leaders of anti-labor groups.

Historians have brought to light university administrators’ cooperation with the FBI during this period in their research since the Freedom of Information Act gave them and others access to some of these records. The surveillance and punishment of students and faculty, and the violation of their rights to hold a variety of political views and express them peacefully, were no more acceptable in that period than it would be today; both violate the vision for higher education to which the University of Minnesota is and was committed.<sup>29</sup>

We will discuss below what our research uncovered. Dean Edward Nicholson, in contrast to most other administrators, did not simply respond to FBI inquiries about students the agency had identified as “radicals,” but actively corresponded with agents. He passed information to secret political

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<sup>29</sup> Robert Cohen, *When the Old Left Was Young: Student Radicals and America’s First Mass Student Movement, 1929-1941* (Oxford and New York: Oxford University Press, 1997).

surveillance organizations in Minnesota, as well as individual partisan operatives, that they shared with employers as well as the FBI.

Tightly-knit organizations of employers created by the most powerful industries in Minneapolis were a critical feature of political, economic, and business life in this era. They offered the most powerful opposition to workers' attempts to form unions. They were created by the leaders of grain, milling, and banking companies, as well as smaller businesses. Around WWI, as labor protested working conditions, the employers' groups created the Citizen's Alliance (CA) of Minneapolis that aggressively blocked labor activism. Alongside it, the same powerful leaders of industry created the Minneapolis Civic and Commercial Association (CCA) that took on the work of defeating unions using surveillance and the employment of paramilitary units that crushed efforts at protest. William Millikan documents their activities and the central place of surveillance in every branch and iteration of these organizations.<sup>30</sup> As Millikan demonstrates in his award-winning research, efforts to curtail the power of unions involved the courts, the legislature, the National Guard, an independent surveillance system, banking, and "educational" efforts to encourage "law and order."

After the Citizen's Alliance resumed its work of fostering political repression in the 1920s, they continued until the mid-1930s the pattern of spying on unions and "suspected Communists," the use of propaganda, court cases, boycotts of unionized businesses, and special deputies, all of which suppressed unions until the mid 1930s.<sup>31</sup> Successful labor strikes in the mid 1930s in Minneapolis, in combination with Farmer-Labor elected officials, brought renewed strength to the labor movement and even more aggressive efforts to dismantle it. The large organizations of employers were augmented by many other civic associations, all funded and headed by the same networks of the major owners of business who fought back against pro-labor, pro-taxation policies, usually brutally, but not always successfully.<sup>32</sup>

The era of the first "Red Scare" from 1920-1921 was, as noted above, a period of extensive attacks on Americans' civil liberties that originated but did not end with WWI. It also involved unprecedented persecution of Jews and overt antisemitism in the United States. Some Jews' involvement in the labor movement and in radical organizations made this immigrant group (together with Italians) constant FBI targets, which often led to their deportations without due process. Men and women, both Jews and non-Jews, who fought for unions and their civil liberties lost jobs and endured violence across the country.

In this era "Jew," "Bolshevik," "radical," and "communist" became nearly synonymous in all but liberal parlance, which is apparent in Nicholson's surveillance, which he shared both in and beyond the University with politically like-minded allies. "Jew" was a "racial" category in this period in the United States, and by no means solely or even necessarily a religious one. Anti-immigration debates that dominated this period consistently emphasized Jews as not only a race, but as racial "others" who would undermine and pollute "true Americans." An immense and outstanding historical literature of

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<sup>30</sup> William Millikan, *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947* (Saint Paul: Minnesota Historical Society).

<sup>31</sup> William Millikan, "Defenders of Business: The Minneapolis Civic and Commercial Association Versus Labor during W.W.I," *Minnesota History*, 50, no. 1 (Spring 1986): 4-10,17; William Millikan, *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947* (Saint Paul: Minnesota Historical Society, 2001). Lois Quam and Peter J. Rachleff, "Keeping Minneapolis an Open-Shop Town: The Citizen's Alliance in the 1930s." *Minnesota History*. 50, no. 3 (Fall 1986), 105-117.

<sup>32</sup> William Millikan, *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947* (Saint Paul: Minnesota Historical Society, 2001), 143-243.

the past decade most recently demonstrates the critical place of antisemitism and racialization of Jews in the anti-immigrant, anti-labor, and eugenics movements.<sup>33</sup>

### **Dean Nicholson initiated antidemocratic activity and surveillance.**

Dean Edward Nicholson, more than any other senior administrator at the University of Minnesota, played a key role in weaving a web of connections with those who fostered repressive and authoritarian attacks on student organizations, attacks which inevitably had threads connecting them to the antisemitism of the period, and which caught up students and faculty at the University of Minnesota. His surveillance began during the Red Scare of 1920-1921, continued through the mid 1930s, and ramped up further in 1941.

Nicholson's surveillance was part of a political economy built on information, including especially the names of those labeled as "enemies," "dangerous," or "un-American" by reactionary political actors and pundits. These forces believed that compiling the names of activists, at whatever cost, or seeking deep knowledge of every organization that some people in law enforcement or business claimed undermined America, was viewed as crucial to the nation's security. The names that were gathered were carefully guarded and constantly updated by agencies to assure their leaders that such people could be swooped up at a moment's notice in a net of arrests, deportations, or possibly detention.<sup>34</sup> It appears that Nicholson collected and transmitted the names of students and faculty for precisely this reason. He was willing to risk the reputations of any activist student at the University of Minnesota with whom he disagreed in service of his political views. He politicized his position and threatened the integrity and futures of dozens of people.

**Dean of Student Affairs Edward E. Nicholson conducted this surveillance at the behest of no one at the University of Minnesota.** In the archive of the Office of the University President no requests exist to Nicholson that he or his employees spy on these sanctioned organizations. Lacking any evidence to the contrary, Edward Nicholson created a system of on-campus surveillance on his own initiative using university employees under his direction.

Archival evidence reveals, however, that President Coffman, Board of Regents Chair Fred B. Snyder and Regent Pierce Butler were aware that Nicholson sent his employees to record what occurred at meetings of a group that Nicholson had approved to meet on campus in 1920 and

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<sup>33</sup> Morris U. Schappes, "The Jews and the Post War Reaction After 1918," *Jewish Life*, (April 1955): 23-26; Paul Hanebrink, *A Specter Haunting Europe: The Fake Threat of Judeo-Bolshevism* (Cambridge: Harvard University Press, 2019); Adam Hochschild, *American Midnight: The Great War, A Violent Peace, and Democracy's Forgotten Crisis* (New York: Mariner Press, 2022); Erika Lee, *America for Americans: A History of Xenophobia in the United States* (New York: Basic Books, 2019); Daniel Okrent, *The Guarded Gate: Bigotry, Eugenics, and the Law that Kept Two Generations of Jews, Italians and other European Immigrants Out of America* (New York: Scribner, 2019).

<sup>34</sup> Beverly Gage, *G-Man: J Edgar Hoover and the Making of the American Century* (New York: Viking Press, 2022), 61-75.

1921. They were also aware that Nicholson sought out information about students who attended political meetings outside of the University of Minnesota.<sup>35</sup>

*Nicholson's first known surveillance project: the Seekers Club, 1920-1921*

Dean Nicholson identified the beginning of radicalism at the University of Minnesota with the arrival on campus from New York of two students, who he identified in parentheses as “Jews” in a report drafted for his own files but which he also shared with Regents and a partisan political operative.<sup>36</sup> These two students and others petitioned Nicholson’s office to begin a group in 1920 called the Seekers, which the dean approved. The Seekers’ weekly meetings attracted 70-80 students in the fall and well over 100 by 1921, and then their numbers dwindled by the end of that academic year.

Nicholson’s file on the organization consists of weekly reports sent to him by people who worked within the Student Affairs office who he assigned to spy on the group.<sup>37</sup> Most reports were written by E.V. (Eunice V.) Nielsen, an employee of the Service Department, which was part of Dean Nicholson’s office. Each of her reports, written on University of Minnesota stationery, listed every name of those who attended that she could learn, and speakers’ names and the details of lectures and conversations. The file also includes Nicholson’s reports to President Coffman and correspondence with Fred B. Snyder, chair of the Board of Regents from 1914-1950 and a politically conservative Republican politician and anti-labor activist.<sup>38</sup>

In the early months, Nicholson’s spy referred to the Seekers as the Intercollegiate Socialist Society, also founded in 1920. The national organization subsequently called itself the League for Industrial Democracy (LID). The Seekers was identical in intent and conduct with the LID, and thus most likely was affiliated with the group in some way or was inspired by it. Its purpose was to educate students about the political and economic issues of the day.<sup>39</sup>

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<sup>35</sup> Edward Nicholson to Fred B. Snyder, June 3, 1940, Dean of Student Affairs, Box 4 Folder Radicalism, Correspondence, Miscellaneous 1938-1941, University of Minnesota Archives; Fred Snyder to Pierce Butler, December 22, 1920, Dean of Student Affairs, Box 14 Folder Seekers Club, University of Minnesota Archives; Edward Nicholson to Lotus Coffman, July 7, 1921, Dean of Student Affairs, Box 14 Folder Seekers Club, University of Minnesota Archives.

<sup>36</sup> “Radical Organizations,” Undated, p.1, Dean of Student Affairs, Box 10 folder 1935 Radical Organizations and Activities, University of Minnesota Archives.

<sup>37</sup> All the spy reports are in the folder Seekers Club, Dean of Student Affairs, Box 14, University of Minnesota Archives.

<sup>38</sup> Snyder was a founder of the Minneapolis Civic and Commerce Association and was closely aligned with the Citizens Alliance, the organization founded by the city’s most powerful industries to stop workers from unionization. Snyder also headed the Minneapolis loyalty campaign during WWI, which was a full-throated attack on any citizen viewed as disloyal to the cause of WWI, a national campaign that was ultimately repudiated for its excesses by Congress and President Warren G. Harding. William Millikan, *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947* (Saint Paul: Minnesota Historical Society, 2001), 22, 119.

<sup>39</sup> Robert Cohen, *When the Old Left Was Young: Student Radicals and America’s First Mass Student Movement, 1929-1941* (Oxford and New York: Oxford University Press, 1997), 32-35.

Nicholson's own reports emphasized that the group adhered to his rules and brought no speaker without his permission. Each meeting, held in Folwell Hall 9, featured speakers, often faculty members. Nevertheless, Nicholson viewed them as a threat and sent spies to the group who gathered names and reported to him, as he did to every student activist campus group throughout the 1930s until his retirement. Nicholson paid lip service to tolerance for student involvement in these organizations, but he shared information about them to groups external to the campus.

Miss Nielsen's reports sent directly to Dean Nicholson reeked of antisemitism as she commented repeatedly on the presence of people she presumed to be Jews in the group. Not only did she count them and name them, but she also commented on their appearances and lack of cleanliness. In one report she caricatured the accent of Bessie Kasherman for paragraphs, explaining that "tone and inflection of the voice plays an extremely important part in giving the meaning of what one is saying." She never explained what that meaning was.<sup>40</sup> The following October, Nielsen grew increasingly anxious at the interactions between what she described as "Gentile girls," (not Jewish, she explained) who sat by "Jewish men and allowed them to speak rather freely to them." She noted that some of those girls let "them" take them home. Miss Nielsen opined that it is up to the girl "if she wants such a dirty (her emphasis) looking Jew to take her home." Another girl she observed was waiting at the same time as she was at the "car-line." A man named "Jacobson" (an obviously Jewish name) "seems too friendly and too extremely 'nice' to her." Nicholson's spy recommended giving the girl's name to Dean Ladd (Tessie S. Ladd was acting Dean of Women).<sup>41</sup> (See Appendix: Exhibit 3)

Nielsen subsequently explained to Nicholson and his assistant Mr. Poucher that she could not attend the next meeting where people would sign up to be members. Her mother considered it "too big a risk...since there are such a large number of Jews that are members." Nielsen suggested "academic students or faculty should take over spying."<sup>42</sup> One of the last spy reports on the Seekers was filed the next month by a man. He concluded: "Attendance: Thirty. Majority Jewish, foreign accents. One colored man."<sup>43</sup>

Dean Nicholson valued these weekly reports that detailed the presence of Jewish students, and that like him, conflated Jewish, Russian Jew and communist (despite a range of political perspectives in the group). The obvious antisemitism of these reports extended to comments on the dating habits and personal appearances of students. For more than a year, Nicholson made no objection to the linkages drawn between race and politics by those he sent to spy on the group.

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<sup>40</sup> *Report of the Seekers Club*. Eunice V. Nielsen to Dean Edward Nicholson, May 9, 1921, Dean of Student Affairs Box 14 Folder Seekers Club, University of Minnesota Archives.

<sup>41</sup> *Report of the Seekers Club*. Eunice V. Nielsen to Dean Edward Nicholson, October 17, 1921, Dean of Student Affairs Box 14: Folder Seekers Club, University of Minnesota Archives.

<sup>42</sup> *Report of the Seekers Club*. Eunice V. Nielsen to Dean Edward Nicholson, October 18, 1921, Dean of Student Affairs Box 14 Folder Seekers Club, University of Minnesota Archives.

<sup>43</sup> *Report of the Seekers Club*, James P. Patterson to J.C. Poucher, November 8, 1921, Dean of Student Affairs, Box 14 Folder Seekers Club, University of Minnesota Archives.

*Dean Nicholson used his staff's antisemitic spy reports on the Seekers Club to provide information about student activists to surveillance organizations outside the University of Minnesota.*

Nicholson communicated information about the Seekers Club to people in power. He appeared to be in regular communication about the Seekers Club with Fred B. Snyder, chair of the Board of Regents. Snyder was a Republican politician who served in many political offices and was a founder of the Civic and Commerce Association and active in its many related organizations. In turn, Snyder shared information with Pierce Butler, also a Regent who was soon to become an Associate Justice of the U.S. Supreme Court.<sup>44</sup> Snyder praised Nicholson for putting the group “under constant surveillance.” Snyder named two student names as the “worst,” noting that one is “a Russian Jew with anarchistic tendencies.”<sup>45</sup> Nicholson also sent a report on the Seekers to President Coffman.

In these reports, in addition to listing speakers, Nicholson explained that he was “able to place” people who attended meetings of the University of Minnesota Seekers Club at meetings of groups without University ties, including the Industrial Workers of the World, the Non-Partisan League, and groups he referred to as “socialist party” and “communist party,” again identifying “Jews” as communists. Nicholson was able to do this thanks to his ties to organizations involved in spying on the Left throughout the Twin Cities.<sup>46</sup> (See Appendix: Exhibit 4)

Fred Snyder’s letter to Pierce Butler underlined Nicholson’s tactics. He wrote, “certain members have been reported for investigation to the organization in this city constantly at work on ferreting out people who do not believe in our government.” His reference is to the extensive intelligence operations which grew under the Citizens Alliance and the Civic and Commerce Association. At the end of WWI, these organizations created a new surveillance unit to replace the one in use during the war. On the cusp of the Red Scare, the organization employed agents and empowered them to look for “Red Radicals of Minneapolis.” A second organization, The Committee of Thirteen Inc., used intelligence agents to report to public officials on “disobedience” to “American laws and institutions.” Historian William Millikan explains,

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<sup>44</sup> Three years prior to this exchange of letters, Regent Pierce Butler demanded that University of Minnesota President Marion L. Burton immediately assemble the Board of Regents in order to question Professor William Schaper, a distinguished political scientist and faculty member for seventeen years. Lacking any formal charges or an opportunity to respond to accusations, Schaper was fired for his “attitude,” and Butler’s apparent anger that Schaper supported “public ownership of street railways.” “Education: Monument to Freedom,” *Time Magazine* February 7, 1938.

<sup>45</sup> Fred Snyder to Pierce Butler, December 22, 1920, Dean of Student Affairs, Box 14 Folder Seekers Club, University of Minnesota Archives.

<sup>46</sup> Edward Nicholson to Lotus Coffman, July 7, 1921, Dean of Student Affairs, Box 14 Folder Seekers Club, University of Minnesota Archives; William Millikan, “Maintaining Law and Order: The Minneapolis Citizen’s Alliance in the 1920s.” *Minnesota History* 51 No.6 (Summer, 1989): 228-229; William Millikan, *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947*, (Saint Paul: Minnesota Historical Society, 2001) 213-243.

By 1920 the Civic and Commerce Association's intelligence network...had Governmental authority and was well connected with all other law enforcement agencies. Every radical meeting, whether of Socialists organizing unions or Bolsheviks plotting revolution would be watched.<sup>47</sup>

Millikan's work is focused primarily on the history of the conflict over the rights of labor to organize unions, particularly from the 1920s to the 1930s. Some of the settings where Nicholson "placed" those who attended the Seekers Club, such as the IWW and the Non-Partisan League, fought for workers' right to unionize.

What Snyder obliquely explained to Pierce in his letter was that Nicholson had links to these organizations. Some years later Nicholson was appointed to the leadership of the Hennepin County Law and Order League, which existed under the umbrella of the same organizations of major manufacturers and bankers such as the Citizen's Alliance. Nicholson gave and received information about students within this broad intelligence apparatus.

Snyder was careful not to name who precisely sent the students' names to intelligence sources. Edward Nicholson, however, was the only person who worked with BOTH off-campus organizations that spied on the very organizations listed in Snyder's letter and had his own employees conducting surveillance at the Seekers Club. Nicholson explained to Coffman that he "placed" student members of the Seekers Club at every organization under the surveillance apparatus of the Citizen's Alliance and other related organizations. Evidently Dean Nicholson was deeply embedded in surveillance well beyond the University of Minnesota.

Nicholson sent his employees to spy on these meetings in order to gather student names which he planned to send to those who maintained lists of people viewed as politically problematic by various Twin Cities organizations. Indeed, Nicholson's handwritten note to Coffman on his report cautioned him that "The information relative to outsiders should not be given any publicity as it would probably enable interested parties to locate my sources of information," referring to the network of spies who infiltrated the left-wing organizations Snyder described to Butler.<sup>48</sup>

*Dean Nicholson's political surveillance of campus political activists, 1934-1941.*

Edward Nicholson's pattern of recruiting spies from those who worked for him, and then sharing the names he harvested from their reports with Regents and politicians who shared his ideas, was already in place by the era of the Red Scare and would continue until his retirement. Dean Nicholson enhanced the surveillance of students and faculty throughout the years of the

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<sup>47</sup> William Millikan, "Maintaining Law and Order: The Minneapolis Citizen's Alliance in the 1920s." *Minnesota History* 51 No.6 (Summer, 1989): 228-229; William Millikan, *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947*, (Saint Paul: Minnesota Historical Society, 2001), 143-145.

<sup>48</sup> Edward Nicholson to Lotus Coffman, Dean of Student Affairs, Box 14 Folder Seekers Club, University of Minnesota Archives.

student movement, even continuing contact with the FBI after his retirement in 1941. Many of the members of student groups that Nicholson approved, and most faculty members who agreed to serve as group advisors, were subject to his reporting to politicians and agencies beyond the campus.

It did not matter that the organizations Nicholson surveilled were perfectly legal. No laws existed outlawing Communist or Socialist organizations during Nicholson's tenure as dean, although they could not call for the overthrow of the government. Nicholson targeted these groups at his discretion and, on several occasions, labeled student activists as "Communist," "Socialist," or "Trotskyite" based on nothing other than his own ideas about what they did or did not believe. An oral history, memoirs, and even articles written at the time by these students define their own ideas differently, ideas to which they were entitled. Many students that Nicholson insisted were communists rejected those ideas at the time, as well as in memoirs decades later.<sup>49</sup>

*Dean Nicholson sent names of faculty and students to people and organizations external to the University of Minnesota for their political and punitive use, endangering members of the University of Minnesota community.*

Ray P. Chase had a long career as a Republican State Auditor, Member of Congress, and party operative. Most important, Chase never had any official role within the University at any time and never was authorized to receive or act on information Nicholson provided to him in violation of his duties as Dean of Student Affairs.

After several defeats for elected office Chase opened the Ray Chase Research Institute in 1936, which was devoted to providing "information" about his political opponents to Republican campaigns, private companies, and the University of Minnesota, which did not accept his offer. Chase sought and offered information to attack the people with whom he disagreed, painting with a thick red brush virtually all of them as Communists.

Ray Chase and his "Institute" gathered information about organizations and individuals that they deemed "dangerous" for the explicit purpose of suppressing social movements for change and human rights that they insisted were Un-American. In Chase's case, Edward Nicholson could provide information about the students, faculty, and events at the University of Minnesota that he could use to "prove" that communists were in "control" of student life, or of the selection of outside speakers, or which faculty members taught "dangerous" ideas. This information allowed Chase to seek the financial support of wealthy patrons who led industries in Minnesota. Chase built his propaganda and wild accusations about the University of Minnesota's domination by dangerous forces on the information he sought and received from Nicholson. Chase's interests

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<sup>49</sup> Eric Sevareid, *Not So Wild a Dream* (Columbia: University of Missouri Press, 1995); Oral history interview with Rosalind Matusow Belmont, April 4, 1982, pp 6-7, 20<sup>th</sup> Century Radicalism in Minnesota Oral History Project, Minnesota Historical Society, <http://www2.mnhs.org/library/findaids/oh30.xml>, accessed February 22, 2024; Lester Breslow and Robert Scammon, "One Front in Minnesota." *Student Review*, January 11, 1934, 14-15.



went well beyond the University of Minnesota. He worked on city, state and national Republican campaigns for public office but he frequently referred to the University in his speeches and writings.

Chase and Nicholson shared a quid pro quo relationship built around information and influence. Chase's papers included ten letters directly exchanged between himself and Nicholson. They dealt with their shared efforts to advance candidates for members of the Board of Regents, and Chase's requests for information about speakers invited to the campus and what payment they received. Chase sent suggested speakers to Nicholson and criticized some who had been invited.<sup>50</sup>

Not only did Nicholson consistently oblige Chase with information, but his letters to Chase included names of faculty and students, which Chase used in a variety of ways, including bolstering his claims in print about communism at the University of Minnesota and sharing those names with surveillance organizations in Minnesota and the FBI. Nicholson wrote to Chase that the names "might be of interest to you." For example, on March 15, 1941, Nicholson offered "a suggestive list" for Chase's files. He included six faculty members' names and one physician in Student Health Services. Handwritten, the names are often only last names. They included Benjamin Lippincott (Political Science), Joseph Warren Beach (English), Ernest Staples Osgood (History), and Clifford Kilpatrick (Sociology) among others. The other faculty names were from the departments of philosophy, electrical engineering, and he listed the College of Education. Many of these names appear in documents in Chase's files that he kept for use in his political work. Lippincott and Beach had appeared before Nicholson's Senate Committee on Student Affairs several years before as advisors for student political clubs.<sup>51</sup> (See Appendix: Exhibit 5a and Exhibit 5b)

Nicholson's eagerness to collaborate with Chase is further illustrated by his subsequent letter to Chase on April 7, 1941, in which the dean wrote,

I would suggest the name of Beatrice Riedel solely on the ground similar to Rosalind Matosow (misspelled), whom you have on your list. I would also suggest the name of Mr. Anthony Calaguri, Hibbing Minnesota, who is in the law school. I have suggested his name because he is an individual about whom the FBI has been making inquiries. He is one that associates with that group and has been very active in trying to get special recognition for the colored people even to the point of lying and trying to get a room for his sister. It turned out he was engaging it for a negress (sic).

Nicholson went on to promise another name of a person he appeared to be tracking on the grounds that the student was registered under different names and was receiving mail

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<sup>50</sup> Forum Schedule University of Minnesota Fall Quarter 1935, Undated, Ray P. Chase, Box 40, Folder 1935, Minnesota Historical Society.

<sup>51</sup> Edward Nicholson to Ray P. Chase, March 15, 1941, Ray P. Chase, Box 44 Folder January-May 1941, Minnesota Historical Society.

addressed to those names. Nicholson fully understood that Chase wanted these names to share with other organizations and individuals who engaged in surveillance to monitor and possibly punish those Americans with whom they disagreed.<sup>52</sup>

Nicholson's brief note to Chase demonstrates at least four disturbing realities.

- Meetings of approved groups remained under surveillance by Nicholson. The Communist Club, which is likely the group to which he refers because Matusow sought approval for it, was under surveillance, despite the dean's claim the club could exist provisionally by that point.
- Nicholson's surveillance of students went far beyond his spies (often his employees) simply sitting in left-wing club and organization meetings to report names to him. Rather, he delved into many other parts of their lives, such as activism for racial equality, which he considered a problem.
- He had student mail monitored.
- At least some students' movements were being constantly watched.

Finally, this information for the years 1934-1936 and beyond was sent to a Republican political operative for his political use. There is no correspondence between Nicholson and a University of Minnesota president about students on whom he spied after 1921. When he instead directed names of students and faculty and information about the University of Minnesota to Ray Chase, he created a partnership that allowed him to step onto a larger stage in the information economy. Nicholson contributed to a local and national effort to identify and monitor those he defined as "dangerous" to society.

As was the practice at every surveillance organization of the time, whether private or public, names were collected for many uses. The FBI collected names to prepare for round-ups of radicals for any reason deemed necessary by them, as well as to keep those named from government employment. Some surveillance organizations used them to sell to employers to avoid hiring people defined as left-wing. Others, like the Ray P. Chase Institute, used them as part of political campaigns to smear their opponents, and others to keep tabs on those they deemed dangerous. Nicholson's ongoing references to providing "useful names" to Chase suggests that the Dean's goal was to contribute to many, if not all, uses of surveillance.<sup>53</sup>

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<sup>52</sup> Edward Nicholson to Ray P. Chase, April 7, 1941, Ray P. Chase, Box 44 Folder January-May 1941, Minnesota Historical Society.

<sup>53</sup> There is little extant scholarship on the links between off-campus organizations providing information to universities about student activists. Edward Nicholson is unique in the scholarship on student surveillance of the period. While many university administrators provided information to the FBI, disseminating student names to an entire framework of organizations conducting surveillance is unprecedented. Robert Cohen has only one example of the University of California receiving information about students through a broad intelligence network of corporations' surveillance, law enforcement and "patriotic groups." Nicholson was uniquely aggressive in sharing student and faculty names with a parallel set of organizations. Robert Cohen, *When the Old Left Was Young: Student Radicals and America's First Mass Student Movement, 1929-1941* (Oxford and New York: Oxford University Press, 1997), 100-102.

*Dean Nicholson provided information used by Ray Chase in 1938 to create openly antisemitic and racist propaganda in the Minnesota governor's race.*

Ray Chase used information provided to him by Edward Nicholson in 1937 in the first openly antisemitic, as well as racist, campaign literature in the state's history. Chase provided support for Republican nominee Harold Stassen in his race against Governor Elmer Benson. Unquestionably, one of Chase's important contributions to the effort was to produce a slick and dishonest booklet, *Are They Communists or Catspaws: A Redbaiting Pamphlet*. It was an aggressive attack on Benson and the Farmer-Labor party that asserted that Benson was a Communist and included a section entitled "Communists Infiltrate University." Chase claimed that Communists controlled the Governor, and included photographs that were altered to mislead citizens about Benson's associates and place him at events he had not attended.<sup>54</sup>

Chase bolstered his claim that the University of Minnesota supported communism with material, in part, provided by Nicholson. Chase introduced his fifteen-page attack on the University writing, "We did investigate and were advised by university authorities..." What followed was a list of political figures who had spoken on the campus. Chase then accused two highly respected Regents, Lewis Lohmann and Albert Pfander, of being Communists because they were members of the Farmer-Labor Party. Chase bolstered his claim for the "Communist invasion" of the University with six pages devoted to the fall semester opening convocation lecture by Black poet Langston Hughes, which was broadcast by radio and attended by thousands in Northrop Auditorium. Rather than viewing the event as the University honoring a distinguished poet, Chase termed it "an example of how communists infiltrate a college campus." He attacked Hughes in the pamphlet section entitled "Communist on Campus," as a member of the Communist Party (which he was not) and as an atheist, for his support of the 1929 Loray Mill strike in Gastonia, Alabama, and the 1931 landmark legal case that wrongfully convicted and imprisoned nine young Black men of rape. He reprinted poetry by Hughes and castigated it for its strong imagery, and for Hughes' impoliteness about Southerners.<sup>55</sup> Chase provided the invoice for the payment made to Langston Hughes, which he had requested from Dean Nicholson.<sup>56</sup> (See Appendix: Exhibit 6)

In addition, *Are They Communists or Catspaws* focused on four Jewish men who Chase claimed "controlled" Governor Benson, while ignoring some of those people closest and most central to

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<sup>54</sup> *Are They Communists or Catspaws: A Redbaiting Pamphlet*, Ray P. Chase (self-published, 1938). <https://acampusdivided.umn.edu/text/are-they-communists-or-catspaws-a-red-baiting-pamphlet/>, accessed February 22, 2024.

<sup>55</sup> *Are They Communists or Catspaws: A Redbaiting Pamphlet*, Ray P. Chase (self-published, 1938) 46-61. These pages can be directly accessed at the website noted in footnote 49. The *Minneapolis Spokesman*, a Black newspaper, covered Harold Stassen's only gathering with Black voters where he was asked about the publication. "Stassen Blames Race-Baiting Book on State Republican 'Old Guard,' Stassen Disclaims All Responsibility for Race-Baiting Chase Book," *Minneapolis Spokesman*, October 14, 1938. <https://www.mnhs.org/newspapers/lccn/sn83025247/1938-10-14/ed-1/seq-1>, accessed February 22, 2024.

<sup>56</sup> Ray P. Chase to Edward Nicholson, March 18, 1938, Ray P. Chase, Box 42, Folder March-April, 1938, Minnesota Historical Society.

the administration who were not Jewish. Chase devoted pages to Sherman Dryer, who had a minor role in the governor's administration as an occasional speechwriter for Benson and campus activist who tangled repeatedly with Nicholson over censorship of the mail, the control of student life, and supported ending mandatory military drills.<sup>57</sup>

Chase sent the inflammatory and false *Are They Communists or Catspaws* to 13,000 Christian clergy and every candidate for the Minnesota Legislature. The publication was debated in the press. Jewish Republicans pleaded with their candidate, Harold Stassen, to repudiate it, which he never did directly. Jews in Minnesota were so unsettled by the publication that they formed their first defense organization to combat antisemitism, the Anti-Defamation Council of Minnesota, headed by Samuel Scheiner.<sup>58</sup> In the wake of this racist and antisemitic publication, Dean Nicholson never broke ties with Ray Chase. To the contrary, Nicholson worked even more closely with Chase on political surveillance and the election of Regents, which continued to his retirement in 1941. Nothing deterred Nicholson from his alliance with one of the state's most notorious antisemites, Republican Party extremists, and racists.

*Dean Nicholson worked with the FBI.*

Two brief reports reveal that Nicholson provided names when asked, and that he actively corresponded with the FBI about students. It also reveals that Nicholson had several young men in his office who appeared to focus on students involved with the important political issues on the campus, such as ROTC and the peace movement in the 1930s. Nicholson built strong ties to ROTC on campus as well as the FBI and was viewed as a reliable and active source to provide information about students.

At least one report exists of Dean Nicholson providing an FBI agent who contacted him with the name of the president of the American Student Union in 1941. The ASU, already in significant decline, was pursued by the FBI for disloyalty and possibly urging young people not to enlist, despite being on record supporting the U.S. entry into the war. Esther Leah Medalie, whose

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<sup>57</sup> Notes on Radicalism at the University of Minnesota, Undated, Ray P. Chase, Box 38 Folder Corr and Miscellaneous Radicalism, Minnesota Historical Society. (The document notes "Radical Leaders 1934-1937.")

<sup>58</sup> Chase does not use the word "Jew" in this document. However, no scholar of this period in Minnesota politics or about American antisemitism has viewed it as anything other than antisemitic propaganda. Discussions of the pamphlet and its impact on the 1938 election may be found in Arthur Naftalin, *A History of the Farmer Labor Party of Minnesota*, (PhD Dissertation, University of Minnesota, 1945) 375-376; Richard Valelly, *State-Level Radicalism and the Nationalization of American Politics: The Case of the Minnesota Farmer-Labor Party* (Harvard University Dissertation. University Microfilms International: Ann Arbor, Michigan 1985) 260-261; Steven J. Keillor, *Hjalmar Petersen of Minnesota: The Politics of Provincial Independence* (St. Paul: Minnesota Historical Society, 1987) 164-167; William Millikan, *A Union Against Unions: The Minneapolis Citizens Alliance and its Fight Against Organized Labor, 1903-1947*, (St Paul: Minnesota Historical Society Press, 2001), 344; Riv-Ellen Prell, "Antisemitism Without Quotas at the University of Minnesota in the 1930s and 1940s: Anticomunist Politics, the Surveillance of Jewish Students and American Antisemitism," *American Jewish History* 105 nos ½ (January/April 2021): 157-188. The Jewish response to Chase is discussed in Samuel G. Freedman, *Into the Bright Sunshine: Young Hubert Humphrey and the Fight for Civil Rights* (New York: Oxford University Press, 2023) 130-133. The lists of recipients for *Are They Communists or Catspaws* is in Ray Chase, Box 42, Folder Undated 1938, Minnesota Historical Society.

name was misspelled, was an outstanding Jewish student and she was in the leadership of the *Minnesota Daily*. Nicholson provided her name to the FBI.<sup>59</sup>

In 1957, the FBI investigated whether Dr. Lester Breslow, a former University of Minnesota undergraduate political activist, had actively worked to discourage mandatory ROTC at the University of Minnesota in the 1930s. Breslow's FBI file reveals that in 1942 (after Nicholson retired), Nicholson had been in contact with the SAC (special agent in charge) in the FBI regarding Breslow.<sup>60</sup> The file notes that their Minneapolis office received a letter from Edward Nicholson on April 9, 1942 in which he sent information about an article that appeared in 1937 in *Harper's Magazine*. Nicholson explained that "following is the information I promised you when I visited you last." The article, written under a pseudonym, is entitled "Why I quit Communism." There was no proof that the author was Breslow and he was then in Washington DC working for the Public Health Service. Years after Breslow left campus and served his country during the war, Nicholson continued to pursue him because of his activism as a student opposing ROTC, supporting integrated student housing, and students' rights. Nicholson continued to define him as "the real brains behind the scenes" in student activism, a belief that can be found in the dean's own papers and did not reflect the student activists' views of their own political work.<sup>61</sup>

The file also reveals that in October and December of 1957 the FBI SAC made contact with people who had worked for Nicholson, hoping they might have information about Breslow.<sup>62</sup> The notes in the FBI file state that Nicholson employed in his office and worked with men now in the Air Force who might have known about Breslow. One person they mentioned was Col. Porter P. Wiggins, who was described as a close confidant of the Dean's Office and interested in the student "peace" (their quotes) movement. Wiggins was an Assistant Professor of Military Science and Tactics. The FBI report quoted Col. Geddes, US Air Force, who stated that "he was formerly a student at the University and following his student days was employed in the office of EDWARD E NICHOLSON, former dean of students, University of Minnesota."<sup>63</sup>

*Dean Nicholson sent correspondence and spy reports concerning student and faculty activists to Ray Chase, which exist in Chase's archived files.*

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<sup>59</sup> Robert Cohen, *When the Old Left Was Young: Student Radicals and America's First Mass Student Movement, 1929-1941* (New York: Oxford University Press, 1997), 329. A copy of the FBI report may be viewed at <https://acampusdivided.umn.edu/text/fbi-report-on-american-students-union/>, accessed February 22, 2024.

<sup>60</sup> <https://documents.theblackvault.com/documents/fbifiles/historical/lesterbreslow.pdf>, accessed February 22, 2024.

<sup>61</sup> Radical Organizations, April 16, 1935, Dean of Student Affairs, Box 10, Folder Organizations and Activities Re Communism, University of Minnesota Archives.

<sup>62</sup> By this point in his career, Breslow had already been appointed by President Truman to head the President's Commission on Human Health Needs and served as Chief of Chronic Disease Control in the California Department of Public Health.

<sup>63</sup> Accessed through The Black Vault Document Archive, Lester Breslow. The site provides, among other documents, FBI files on scientists and physicians as an open source. FBI files are not continuous by date or page numbers.

Nicholson's signed letters to Chase mention that he is sending information, names, and publications. Indeed, some of Nicholson's materials about radical students and organizations appear in Ray Chase's files. Nicholson's name does not appear on all of them, but many are identical to ones in his own files, written by himself.<sup>64</sup> In addition, details in the spy reports about organizations appear only in the documents in the Dean of Student Affairs papers, *Reflections on radicalism at the University of Minnesota*, which were sent to regents and, unsigned, to Ray Chase. Dean Nicholson clearly sent the unsigned spy reports to Ray Chase, with one exception to be noted below.

Ray Chase's files contain reports whose source was often unclear. For example, his files include lists of students who participated in peace demonstrations in 1934 and a 1939 list of members of the Socialist Club.<sup>65</sup> How spy reports were transmitted to him, or where information about the University of Minnesota came from was not always attributed to a person. However, at the Minnesota Historical Society, Chase's papers include voluminous files about the University of Minnesota, many in folders labeled as "correspondence and Misc," by dates, for example, January-May 1941. These folders include reports drawn from surveillance of political groups on campus. The reports are sometimes signed by the people who acted as spies. The reports were in most instances likely created by people who worked in Dean Nicholson's office, such as Vern Mohns, who held a variety of positions under him. Others were not named.<sup>66</sup> (See Appendix: Exhibit 7)

Chase's files contain no evidence that University of Minnesota-based people who provided intelligence reports, at least one of which reported to Dean Nicholson, corresponded directly with Chase. As the archives reveal, only two people corresponded directly with Chase about this type of information from the University of Minnesota: Nicholson, and Colonel Adam E. Potts, the head of ROTC. Potts sent one report and received a letter back from Chase requesting that

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<sup>64</sup> Radical Organizations (File Copy), April 16, 1935, Dean of Student Affairs, Box 10 Folder: Organizations and Activities Re Communism, University of Minnesota Archives. A similar document is dated April 8, 1935 as a "File Copy"; Edward Nicholson to Fred B. Snyder, June 3, 1940, Dean of Students Affairs, Box 4, Folder Correspondence, Miscellaneous 1938-1941.

Ray Chase has a document in his files that is undated and unsigned entitled "Radicalism in the University." It is virtually identical to the documents written by Dean Edward Nicholson in his own files. It also discusses the author's ideas about students who may be influenced by radicals and Communists. It seems evident that Nicholson sent this document to Chase. Ray P. Chase, Undated, Box 38, Folder Correspondence and Miscellaneous Papers Communism and Radicalism. Minnesota Historical Society.

Ray Chase created his own document about the University of Minnesota, Notes on Radicalism at the University of Minnesota (Confidential), that includes Radical Leaders from 1934-1937 and Radical Organizations. He notes that publications of some groups were given to the Dean of Student Affairs, and many of his discussions of groups echo Nicholson's descriptions. Ray P. Chase, Undated, Box 38, Folder Correspondence and Miscellaneous Papers, Minnesota Historical Society.

<sup>65</sup> Ray P. Chase, Box 39, Folder May 1934; Box 43 Folder Undated, Minnesota Historical Society.

<sup>66</sup> Socialist Club, Ray P. Chase, January 31, 1941, Box 44, Folder Correspondence and miscellaneous file, January-May, 1941, Minnesota History Center.

he be given more information about those named.<sup>67</sup> Nicholson evidently sent the others that exist in the Chase archive. Chase's papers related to the University of Minnesota contain no evidence of any correspondence with Mohns, no exchange of letters as there was between him and Potts, for example. The only person who promised more information was Nicholson. Mohns worked for Nicholson and surveilled this meeting precisely as others of Nicholson's employees did.

A reasonable inference from the files is that a great deal of the unsigned material in Chase's files in regard to the University of Minnesota could only have been sent to him by Edward Nicholson. This observation is further supported by the similar format and contents in both men's files. The student organizations about which Chase's files included reports were the Social Problems Club (1935), the Socialist Club (1941), and the Marxist Club (1941). The reports follow the same format used by Nicholson when his staff person Miss Nielsen provided information about names of those in attendance and what was discussed for the Seekers Club. For example, the 1935 "Confidential" report on the meeting of the Social Problems Club contains an analysis of the links between activist groups, their publications, and information about individuals. These connections are identical to those laid out in a report Nicholson wrote. In addition, the final sentence is the only one written in the first person, "Please be careful how this information is used. We do not want to uncover our informant in the Social Problems Club."<sup>68</sup> This phrasing was nearly identical to an admonishment made by Nicholson to President Coffman in a report on members of the Seekers Club who were surveilled at meetings of Minneapolis groups.

Another example is the report on the Social Problems Club in Chase's file dated February 27, 1935. (See Appendix: Exhibit 8) The report describes a member who was teaching students about communism at a settlement house for Blacks on the North Side of Minneapolis. Nicholson's own memorandum, "Radical Organizations," is dated April 16, 1935, and discusses the Social Problems Club and reports the identical incident. It includes his observation that its members are "all of the radicals known to me (sic) faculty, as well as students." He continues, "from my knowledge of some of their meetings...one in particular has made his brag of teaching Communism to pupils under his direction." In another, he writes "It (the Social Problems Club) furnishes student teachers for Communistic schools, and furnishes at least one teacher for very young students who brags of teaching these pupils Communism." Nicholson received the report and evidently sent it to Chase and subsequently used it to create his own file copies of his report, which he entitled "Radical Organizations," as well.<sup>69</sup> (See Appendix: Exhibit 9)

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<sup>67</sup> Colonel Potts to Ray P. Chase, March 5, 1939, Ray P. Chase, Box 43 Folder March-June 1939. Minnesota Historical Society; Ray P. Chase to Adam Potts, May 3, 1939, Ray P. Chase, Box 43 Folder March-June 1939, Minnesota Historical Society.

<sup>68</sup> Confidential: Partial Report of Meeting of Social Problems Club, Ray P. Chase File, Box 40, Folder Correspondence and miscellaneous file, January-July 1935.

<sup>69</sup> Radical Organizations, undated and April 16, 1935, Dean of Student Affairs, Box 10 Folder Organizations and Activities Re: Communism, University of Minnesota Archives. The person Nicholson mentioned was identified by the spy as "negro (uncapitalized) John F. Thomas. His biography is listed in the African American Registry <https://aaregistry.org/story/administrator-of-humanity-john-thomas/>, accessed February 25, 2024. Already a person of considerable accomplishment, he is another example of the disturbing ways that Black students were treated and represented at the University of Minnesota at the time.

Another parallel may be found in Dean Nicholson's own reflections on radicalism, in which he referred to Lester Breslow as the "brains" of student activism. Ray Chase described him in a speculative memo about radicals as "the brains" of what he labeled as communistic groups. The memo reflects many of Nicholson's observations on activists which he likely provided to Chase, such as about Matusow and Lippincott. Chase also mentioned Esther Leah Medalie, whose name Nicholson gave to the FBI because of her affiliation with the American Student Union.<sup>70</sup> (See Appendix: Exhibit 9 and Exhibit 10)

In addition to surveillance, Ray Chase's files include abstracts of meetings of the Senate Committee on Student Affairs. These abstracts were written by an individual and combined into a single report that covers 1934 to 1936, which was evidently sent to Ray Chase. The University archives have the actual minutes of these meetings. The abstracts are taken directly from them. The Senate minutes include the names of every person present at the meetings. None corresponded with Chase, and thus it is unlikely that those who attended could have been a source. These abstracts from the meetings, as noted in Section One, provide the names of every student Nicholson refers to as radical, and names of faculty who were willing to serve as advisors, some of whose names Nicholson sent to Chase. They list the groups that students were seeking recognition for, groups that Nicholson refers to in his reports on radicalism. They provide Chase information about students for the "lists" Chase kept and to which Nicholson refers. One of the student names who is questioned at the meeting, Rosalind Matusow, was sent separately by Nicholson to Chase.<sup>71</sup>

To summarize, Nicholson, who was the Dean of Student Affairs, sent both signed letters and unsigned documents transmitting names of students and faculty to an extremist political operative who was in a position to use those names in service of his own partisan ends. Nicholson was willing to risk the reputations of any activist student at the University of Minnesota in service of his political views. He politicized his position and put at risk the futures of dozens of people.

*Dean Nicholson dismissed Black student leadership in the struggle for equal housing and attributed all activism to white "troublemakers."*

Advocacy for Black people's rights was an important component of the student movements of the 1930s and early 1940s. National student organizations included the issue in their platforms and activism, often with reference to Southern experience. Black students organized protests across the South in Historically Black Colleges and Universities.<sup>72</sup> Locally, a struggle took place in

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<sup>70</sup> Untitled, Ray P. Chase, Box 38. Folder corr and misc papers comm and radicalism, Minnesota Historical Society; Radical Organizations, April 20, 1935, Box 10, Folder organizations and activities, University of Minnesota Archives.

<sup>71</sup> Abstract of Student Affairs on Left Wing Groups, Ray P. Chase, Box 42 Folder October 1-24, 1938, Minnesota Historical Society.

<sup>72</sup> Sarajane Davis, *Black Student Activism in the 1920s and 1930s*. <https://www.ncpedia.org/anchor/black-student-activism-1920s-1930s>, accessed February 22, 2024.



the 1930s to integrate taxpayer-funded student housing on the University of Minnesota campus, led primarily by Black students and with the support of some white students.

A crisis over segregated housing was created in 1931 when President Coffman barred a Black male student from moving into the newly built Pioneer Hall, the first men's dormitory, when he arrived from Washington DC to begin his freshman year. A second Black student who attended the University of Minnesota on a federal aid grant requiring an on-campus residence was similarly barred from moving into Pioneer Hall in the fall of 1934. The refusal to house Black men and women students on the campus continued for several years, leading to a movement for change.<sup>73</sup>

President Coffman's refusal to allow a Black student to live in Pioneer Hall in 1934 led student leaders to propose a resolution to require that the University assure "all citizens, including those of all races, be admitted to the same official University privileges." On April 16, 1934, Nicholson moved to table this resolution when the student who chaired the Board of Publications introduced it at a regular meeting of the student government, the All-University Council. Eventually, Nicholson rescinded his effort to table the resolution because the All-University Council elected only to study housing for Black students.<sup>74</sup>

None of the names of Black students who led these efforts were placed on lists of the radicals that can be found in Chase's files, or included in Nicholson's letters sent to Chase. However, white students, many of them Jewish, did appear on those lists and were described as trying to "induce a negro (sic) or negros (sic) to start a fight for equal privileges in the dormitories." He falsely claimed that there was "no action yet," and also falsely claimed that efforts were solely initiated by white students to whom he referred as "troublemakers" because of their alliance with Black students who led the effort to integrate housing.<sup>75</sup>

The absence of Black student names on Nicholson's and Chase's lists is puzzling, unless one recognizes it as a racism so deeply embedded that it cannot even conceive of Black student leadership and authority. And it appears that Black leadership remained invisible to Nicholson. For example, in his own files his April 20, 1936 memo on radicalism lays out all of the radical organizations on campus and the movement for student reform, as well as their activism around ending mandatory ROTC. He adds, "Efforts have been made this year to induce a negro or negros (never capitalized) to start a fight for equal privileges in the dormitories. Two or three

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<sup>73</sup> This history is recounted in a report written by Warren Grissom, a Black undergraduate, at the request of Professor Benjamin Lippincott. Grissom Report on Housing, Benjamin Lippincott Papers, Box 1 Folder 6, 1937, University of Minnesota Archives. The report may be accessed at <https://acampusdivided.umn.edu/text/warren-grissom-report-on-housing/>, accessed February 22, 2024.

<sup>74</sup> "Student Leader Hits 'U' Racial Discrimination," *Minneapolis Spokesman*, November 30, 1934.

<sup>75</sup> Radical Organizations, April 20, 1935, Dean of Student Affairs, Box 10, folder Organizations and Activities Re Communism, University of Minnesota Archives.

colored students have been approached with the request to start action, with no action as yet (sic).”<sup>76</sup>

The year *before* Nicholson penned his radicalism memo, moreover, the All-University Council Committee on Negro Discrimination produced a report calling on President Coffman to integrate Pioneer Hall. The document was signed by three students. One was Arnold Walker, a Black graduate student in sociology, who was one of the most important leaders in all aspects of the fight for equality. A few months after Nicholson’s radicalism memo, Black students founded the Negro Student Council, the first organization of Black students, with dozens of members who played several leadership roles in student activism.<sup>77</sup> There was abundant public evidence of Black activism unfolding in the very places that the Dean of Student Affairs oversaw.

If historical research has enabled us to learn that years of “action to integrate student housing” were well under way by April 1936, it is highly unlikely that the Dean of Student Affairs was unaware of this fact. He chose to ignore it in his reflections, literally refusing to see Black student leadership and allyship with a variety of white and Jewish students. He saw only activist white students as “troublemakers,” activists and radicals in the critical fight for access to housing for all students, a fight that disturbingly continued past WWII at the University of Minnesota. In his private memos, Nicholson clearly opposed integrated taxpayer-funded student housing and believed, as he regularly noted, contrary to evidence around him, that Black students were uninterested in integrated housing. His refusal to see, acknowledge, or respect Black students was a particular and pernicious form of racism.

## Conclusion

In an era marked by repression, authoritarianism, and opposition to civil and workers’ rights, Edward Nicholson took advantage of his role as Dean of Student Affairs not only to undermine the rights of students and faculty to hold diverse opinions, to fight for their visions of America, and to pursue a truly liberal education, but also to monitor and surveil students and faculty. Nicholson not only exercised control over students’ lives, but he also undermined the organizations that he allowed them to form by planting spies in their midst to gather participants’ names and to monitor, as it became clear, their movements, their mail, and their off-campus activities. He proactively provided the names, activities, and what he believed their ideas were to organizations and individuals whose explicit purpose was to use them in their own political propaganda and to turn them over to agencies of government if leaders deemed them dangers to society. Instead of seeing a multiracial democratic civil society at work on the campus of the University of Minnesota—a clear ideal for many Americans in the 1930s—

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<sup>76</sup> Radical Organizations, April 20, 1935, Dean of Student Affairs, Box 10, folder Organizations and Activities Re Communism, University of Minnesota Archives.

<sup>77</sup> Charlotte Crump, “This Free North,” *Literary Review of Minnesota Daily*, April 4, 1937, Dean of Women, Box 1, Folder 16 Negro, University of Minnesota Archives. This story offers an account of the struggle for integrating housing, the experiences of Black students, and the organization that they created.

Nicholson provided his own labels and accusations as he passed their names blithely to those who could do them harm.

Nicholson went well beyond simply answering questions from the FBI about specific students or replying to requests for names of student radicals; policies that were problematic in and of themselves in this period. Not only did he send University employees to spy on student groups, but his correspondence in his own files and in the papers of Ray P. Chase reveal that he maintained relationships with other political organizations that had their own spy networks in the Twin Cities. When he gave names and information to, for example, Regent Fred Snyder, he was providing information that could be passed on to a network of anti-union and law and order associations. When he gave names of faculty and students to Ray Chase or offered him information about who spoke on the campus, how much they were paid, or offered to get him information about faculty activities, he provided information to someone he knew had partisan intentions to paint the University of Minnesota as financially irresponsible and dominated by Communists.

Nicholson exposed the students and faculty upon whom he spied to harm. Interviews with family members of some of those tracked by Nicholson revealed that the former students, now deceased, had told their spouses and children that they had been fearful of reprisals for their activism. Lester Breslow was concerned that, in a time of quotas, as both a Jew and an antiwar activist, he might never get into medical school. He chose to remain an activist because of his principles.<sup>78</sup> Others were concerned that they were accused of being communists when they were not. Unbeknownst to most, often distorted accusations about them followed them for decades even as they entered highly successful careers, affecting whether they could travel to conferences overseas or receive high level government appointments during the second Red Scare of the post war period.

Nicholson's politicization of the office of the Dean of Student Affairs meets the criteria for revocation of names on University assets; It "is inconsistent with the University's mission and guiding principles." It certainly harms the reputation of the University of Minnesota. Edward Nicholson's name on a University of Minnesota building does no honor to the institution.

### **Section Three:**

#### **Dean Nicholson brought disrepute to the University by using his stature as a highly visible University of Minnesota administrator to advance partisan political ends outside of the University.**

This section documents the controversy Edward Nicholson created in 1937 as a result of his misconduct in his role as Chairman of the Former Grand Jury Foremen, which led to calls for his removal as dean of student affairs by the Minneapolis City Council. The widespread attention

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<sup>78</sup> Personal communication, Devra Breslow by email and phone, September 16-18, 2017.

his actions brought in Minneapolis, St. Paul and at the University made public many questions about his role in political life in the Twin Cities and how he conducted himself as dean. President Coffman apparently quashed any further discussion, thus ending a full public assessment of the conduct of Nicholson and the office of student affairs.

The University of Minnesota's Mission Statement opens with its commitment to "the search for truth." When its Dean of Student Affairs compromised the Hennepin County judicial system, he compromised the search for truth and with it the reputation of the university he served. Dean Nicholson's politicization of his office as Dean of Student Affairs and the grand jury system jeopardized the integrity of the University.

## Historical Background

Dean Edward Nicholson led an active political life in Minnesota. He was highly engaged in the Minnesota Law and Order League and was a leader of the Hennepin County Law and Order League and the Association of Former Grand Jury Foremen. These organizations took shape following the reemergence of a vigorous union movement in Minneapolis during the 1930s. Successful labor strikes, in combination with the election of Farmer-Labor party officials, brought renewed strength to the labor movement and in reaction more aggressive responses from the organized business community. The large organizations of employers such as the Citizen's Alliance were augmented by many other civic associations, all funded and headed by the same network of the major owners of business.<sup>79</sup>

In this roiling and contested era in the nation and in Minnesota, Nicholson, sometimes publicly and most often secretly, aligned himself with these employer organizations and their many offshoots that rose to prominence in the era of union successes. Their goal, in the face of labor activism, was "to resell the capitalist system of government to Hennepin County voters." Along with other like-minded groups their plan was to serve as "the policy making body for all the conservatives of the city."<sup>80</sup>

An important node in this powerful network was Hennepin County's grand jury system and its connections with the politically conservative forces in Minneapolis. The American grand jury system appoints citizens to juries to determine whether there is probable cause to believe that one or more persons committed federal offenses that should be charged for trial. From the beginning of the Citizen's Alliance, one of the organizations of businesses committed to keeping Minneapolis free of union representation for workers, its leaders saw the importance of grand juries to avoid the prosecution of their members and to keep labor cases against them out of the courts.

Judges chose members of grand juries randomly from a relatively small pool of about 200 people for the county. And that group was made up almost exclusively of business leaders and their wives who created the Commercial and Civic Association, which existed in parallel with the Citizen's Alliance.<sup>81</sup> Edward Nicholson not only served as a member of grand juries, but also as a jury foreman. Eventually he faced a crisis resulting from his role as chair of the Association of Past Foremen. Misconduct in

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<sup>79</sup> William Millikan. *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947*, (Saint Paul: Minnesota Historical Society, 2001), 206.

<sup>80</sup> William Millikan. *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947*, (Saint Paul: Minnesota Historical Society, 2001), 324, 328.

<sup>81</sup> William Millikan. *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947*, (Saint Paul: Minnesota Historical Society, 2001), 206-207.

handling grand juries forced Charles W. Drew, head of the Minnesota Law and Order League, to resign in 1937. Drew's actions implicated Nicholson and in turn initiated accusations against him.

### **Dean Nicholson was accused of undue influence over an unseated grand jury.**

In 1937, while Dean Nicholson was in protracted conflict with activists on campus, he found himself under scrutiny on a much larger stage, the Hennepin County court system. The dean was accused of interference with a grand jury. In his role as head of the Former Grand Jury Foremen's Association, Nicholson and his associate Charles W. Drew invited several grand jurors over a period of time to meet with Nicholson for dinner, prior to their formal seating on the jury. Invitations went out on the official stationery of the Grand Jury Association. One of these dinners involved jurors who were to serve for November-December 1937, but were not yet sworn.<sup>82</sup>

As reported in the press, Alderman J.G. Scott of the Minneapolis City Council called for the Board of Regents to demand Edward Nicholson's resignation as dean. District Court Judge Vince Day went on the record to condemn the "interference of any super-legal organization, whether it be a law and order league or any other lawful or unlawful organization." The State Federation of Labor called on Governor Hjalmar Petersen to investigate an attempt to control Hennepin County Grand Juries. At that point, Charles Drew had no choice but to resign as secretary of the Minnesota League for Law and Order because he had evidently compromised his office.<sup>83</sup>

The City Council vote to call for Nicholson's resignation passed 13-11. It followed a heated and protracted discussion about him. Council members and others, many of whom had been students at the University of Minnesota, testified in detail about Nicholson's conduct of his office, much of it highly critical of his control over student life and freedom of expression.<sup>84</sup>

After the Council vote, editorials and campus debate continued. The Hennepin Country Farmer-Labor Party and the Bear Cat Veteran's Association supported the resolution for his removal. On campus, the Practical Pacifists, a moderate pro-ROTC organization, supported Nicholson. However, the on-campus Farmer-Labor Club and the Student Alliance passed a resolution that called for an open discussion of Dean Nicholson's role as Dean of Student Affairs, where he would be invited to speak at an open hearing.<sup>85</sup>

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<sup>82</sup> William Millikan. *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947*, (Saint Paul: Minnesota Historical Society, 2001), 329-330.

<sup>83</sup> William Millikan. *A Union Against Unions: The Minneapolis Citizens Alliance and Its Fight Against Organized Labor, 1903-1947*, (Saint Paul: Minnesota Historical Society, 2001) 330; "State Federation Asks Probe of Grand Jury: Drew Secretary Law and Order League Quits," *The Minneapolis Labor Review*, December 11, 1936.

<sup>84</sup> "Council Asks Ouster of Nicholson, 'U' Dean." *The Minneapolis Star*, January 8, 1937, 1-2.

<sup>85</sup> "Student Groups Echo Nicholson Ouster Views," *Minnesota Daily*, January 12, 1937.

No hearings were held. The minutes of the Board of Regents meeting include no discussion or action regarding the resolution. Neither President Coffman nor the Regents made any statement of support for Dean Nicholson. Evidently, Coffman made the matter disappear.<sup>86</sup>

## Conclusion

Historical sources do not report what was discussed at dinners for grand jurors, nor what was the nature of Dean Nicholson's statements or instructions there. Neither do they provide a single written statement of support for informal get-togethers or meals that evidently violated the impartiality of the jury system. The resignation of Charles W. Drew, an important figure in politically conservative circles in Minneapolis, was a remarkable repudiation of the work that he and Nicholson did together. Neither President Coffman nor the Regents removed him from his office, but neither did they defend him publicly. Clearly though, his actions were entirely contrary to ethical standards of public service and antithetical to the University's public mission. They tarnished the University's reputation.

## Section Four:

### **Dean Edward Nicholson actively and surreptitiously worked to influence the selection of members of the Board of Regents.**

This section documents Nicholson's behind-the-scenes campaigns from 1936 to 1941 to block the selection of Regents with whom he disagreed politically. It describes his partnership with Ray Chase to recruit and build political allies to advance nominees who embraced an anti-Farmer-Labor agenda in Minnesota, despite the party's strong support among Minnesota citizens. Nicholson jeopardized the reputation of the University by risking discovery that one of its senior administrators attempted to influence the selection of Regents. In this political work with Chase, moreover, Nicholson actively engaged with a political actor who was known for his extreme anti-communism, advocacy for repression of political dissent, incessant attacks on the University of Minnesota as fiscally irresponsible and a hotbed of communism, and, by 1938, overt antisemitism and racism.

Edward Nicholson violated the Mission Statement and Guiding Principles of the Board of Regents not because of the politics he practiced, but because of his efforts to secretly influence the outcome of a legislative process to elect Regents. His Dean of Student Affairs' papers include none of his correspondence about the choice of Regents. No exchange of letters with President Coffman exists, no permission can be found to act on these matters from administrators senior to him. Had his machinations come to light, the University of Minnesota

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<sup>86</sup> Minutes: Board of Regents Meeting and Committee Meetings: January 19, 1937. University of Minnesota. Retrieved from the University of Minnesota Digital Conservancy, <http://hdl.handle.net/11299/45507>, accessed February 22, 2024.

would have appeared to be seeking special relationships with elected officials who funded the institution.

Nicholson's efforts to influence the selection of members of the Board of Regents while he served as a senior administrator constituted a significant conflict of interest and stood to compromise the University's standing as an independent organization. Nicholson's attempt to align the University's students, faculty, and leadership with his own political agenda represented a violation of what we understand as the guiding principles and the mission of the University, which are the criteria by which to judge a person for whom a University of Minnesota building is named.

## Historical Background

The autonomy of the Board of Regents as the final authority over the governance of the University of Minnesota was the result of a 1928 lawsuit brought by the University against then State Auditor, Ray P. Chase. The case of *University of Minnesota v Ray P. Chase, State Auditor*, was settled by the Minnesota Supreme Court in the University's favor. At issue in the case was that Chase and then Governor Theodore Christianson sought to stop the University of Minnesota from expending funds for insurance for faculty and to maintain the power of the state over the University. The University of Minnesota sued them for the right to allocate its funds as it deemed best for the institution. The court's decision gave the University financial autonomy and ruled that it was not an agency of the state.<sup>87</sup>

Nevertheless, the governance of the University of Minnesota could not be isolated from state politics. The intersection of the two spheres remained and remains evident in the powers of the Minnesota Legislature to appropriate funds and to elect members of the Board of Regents, which governs the University. In the 1930s, under the Minnesota State Constitution the Governor had the right to nominate candidates for the Board of Regents for six-year terms and the State Legislature had (and continues to have) the power to appoint them. The ideological divide between the era's two dominant political parties, Farmer-Laborites and Republicans, often led to deadlocks between the parties, and between the Governor and the Legislature, over who would be chosen as a regent. In this era neither party controlled both houses of the Legislature.

### **Dean Nicholson advanced a political agenda to covertly influence the selection of new university regents that was inappropriate for a senior University of Minnesota administrator.**

In 1937, four new Regents were to be elected by the Minnesota Legislature. The conservative Republican Party questioned expanding state funding of the University and called for a tight check on student activism. The Farmer-Labor Party, then led by Elmer Benson, the third governor from that party during the decade, supported raises for lower paid employees and academic freedom. In fact, Governor Benson initiated the request to the Board of Regents to reverse its shocking decision to dismiss the distinguished political scientist and past department chair Professor William Schaper in 1917 on the charge of disloyalty. In 1937, the Regents

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<sup>87</sup> Supreme Court of Minnesota July 27, 1928. <https://casetext.com/case/state-ex-rel-university-of-minnesota-v-chase>, accessed February 22, 2024.

rescinded the vote. Regent Fred Snyder cast the only dissent. The minutes note that a policy on academic freedom, as well as Schaper's reinstatement, both passed.<sup>88</sup>

Nicholson and Chase exchanged three letters in December 1936 and January 1937, and one in February that demonstrated that they were active political allies. Under the banner of "Keep America American," Chase's "Research Institute" sought to demonstrate communist domination of the University of Minnesota.<sup>89</sup> Based on this perspective, their correspondence revealed a strategy to nominate candidates for the Board of Regents. In December 1936, Chase wrote to Nicholson to offer to "reciprocate" for Nicholson's "help with other matters." Chase mentioned the question of appropriations for the University in the upcoming legislative session as a way he might reciprocate Nicholson's aid, although he never mentioned what his position was about funding.<sup>90</sup> He further offered to contact Minnesota's United States Senator Ernie Lundeen, using his nickname, on behalf of their plan.<sup>91</sup> Even though Chase was offering to reciprocate because of favors provided to him by Nicholson in 1936, he still requested, as he regularly did in his

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<sup>88</sup> "Education: Monument to Freedom," *Time Magazine*, February 7, 1938; "The Reinstatement of Professor Schaper," *Science*, 87 issue 2250; Minutes of the Board of Regents, January 28, 1938, 163-166 <https://conservancy.umn.edu/bitstream/handle/11299/45535/1938-01-137.pdf?sequence=1&isAllowed=y>, accessed February 22, 2024.

<sup>89</sup> "Keep America American," Undated, Ray P. Chase, Box 41, Folder undated Circa 1937, Minnesota Historical Society.

<sup>90</sup> It is unclear precisely what the question of appropriations means in this context. Chase was an extreme fiscal conservative and opposed to most public funding. There are a number of names and references in this letter. It is unclear who Alexander Wolcott is and what courtesy Nicholson had extended. It seems unlikely that Chase means the well-known critic Alexander Woollcott. E.B. Pierce was the second president of the University of Minnesota Alumni Association who served from 1920-1948. Several of Chase's letters mention his concern that Nicholson is favoring others with, for example, a photograph. There are clearly many types of exchanges between these men for information, access, and attention, including humor about "Reds." We have not identified John Lucey.

<sup>91</sup> Ernest Lundeen (1878-1940) was a Minnesota politician, first a Republican and later in his career a Farmer-Laborite. Lundeen was an isolationist who opposed the US entering WWI against Germany, after which he lost his seat. He likely joined the Farmer-Labor Party because of its opposition to the war. However, the Farmer-Labor Party opposed the draft because of the high cost to the sons of workers and farmers who were most likely to be drafted. The party also opposed the economic windfall of war to manufacturers. Lundeen was elected to the Senate in a special election in 1937 on the Farmer-Labor ticket. Lundeen's motives were likely quite different from Farmer-Labor, as his ultimate cooperation with Nazi agents demonstrated his deep support for Germany. Lundeen became a key tool of Nazi agent George Sylvester Viereck, an American citizen. Viereck was the most effective agent for recruiting Nazi sympathizers, and successfully recruited Lundeen during his first year in the Senate in 1937 when he began delivering anti Great Britain speeches on radio, and then on the floor of the United States Senate. These speeches, largely written by Viereck, pursued the Nazi propaganda plan; to keep the United States neutral during the war, to marginalize Great Britain, and to maintain trade relations. Viereck promised Lundeen that their collaboration would lead to his political and financial profit. Lundeen was under investigation by the FBI for his Nazi work when he died in a plane crash in 1940. Chase and Nicholson turned to Lundeen the same year he worked for Viereck and continued that relationship until Lundeen's death. As a former Republican, Chase likely saw him as his only contact to the Farmer-Labor party. Given Nicholson's strong commitment to militarism and ROTC, and his abhorrence of the Farmer-Labor Party, his eagerness to work with Lundeen demonstrated his opportunism. Bradley W. Hart's *Hitler's American Friends, The Third Reich's Supporters in the United States* (New York: Thomas Dunne Books: 2018), 98-110.



correspondence with Nicholson, “facts or information” that would help advance his conservative agenda.<sup>92</sup> (See Appendix: Exhibit 11a, Exhibit 11b, Exhibit 11c, and Exhibit 11d)

Nicholson replied to Chase the day before the Minnesota Legislature convened in early January. He asserted to Chase that the most “vital thing in connection with the University is at the present time the appointment of the Regents.” He assured Chase that it was premature to focus on “the matter of appropriations.” Nicholson stated that he was indifferent to what the party affiliation of the “men” nominated might be. He wrote that he only wanted them to do what was best for the state and the University, and that they (the legislators) not make it a “tool of the Farmer-Labor Party.”<sup>93</sup>

Nicholson’s assertion of the importance of selecting a Regent without regard to his or her political affiliation belies his previous seventeen years of cooperation with politically conservative and even reactionary forces. Then as now, the nomination and selection of Regents was a political matter, and one that was shaped by a contested view of “what is best for the state and the University.” In Nicholson’s case, what he thought was “best” linked him to local and national movements committed to political repression, and to a political actor the University had already established through a successful lawsuit as someone not representing University interests.

Edward Nicholson had reason to seek Regents who shared his point of view. Not much time had passed since the Board of Regents voted to defeat Nicholson’s multi-year campaign to keep ROTC and the requirement for drilling mandatory. He was not alone in attributing the shift in the Regents’ position on this issue to a Farmer-Labor appointee who, like the governor of the time, Floyd Olson, opposed intervention in war and was critical of American involvement in WWI.

In addition, it could only have rankled Nicholson that the Regents’ vote handed a victory to many student leaders who were the targets of his surveillance activities, students who opposed ROTC and were leaders in student government, student journalism, advocates for reform to give students more autonomy in student life, and left-wing political activists from 1933-1936, as discussed in Section One. Nicholson’s own files on student radicalism and the information he sent to Chase often focused on precisely this group of activist students, whose names he also sent to the FBI.

Nicholson concluded his letter to Chase stating, “I do feel that if there is any way in which we can bring influence to bear in the matter of appointment of Regents, it is exceedingly vital that we do so.” “Would it be possible, in your judgement,” Nicholson wrote, “to use him (Senator Ernest Lundeen) in any way so that the matter of appointment of regents might be controlled to some extent?” Nicholson concluded, “I will keep as well posted on the situation as I possibly can, and contact you whenever I feel that there is some matter in which you can help. In fact, I

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<sup>92</sup> Ray P. Chase to Edward Nicholson, December 10, 1936, Ray P. Chase, Box 41, Folder 1937, Minnesota Historical Society.

<sup>93</sup> Edward Nicholson to Ray P. Chase, January 4, 1937. Ray P. Chase, Box 41, Folder 1937, Minnesota Historical Society.

think you can help in all matters, but it would be unfair to call on you to put your time in on non-essentials.”<sup>94</sup>

Chase responded on January 13, 1937, praising the Dean of Student Affairs. He compared him to Glenn Frank, recently removed as President of the University of Wisconsin, adding that “If you are not careful you and Glenn Frank will find yourselves heading a Conservative ticket in the coming campaign. Compared to the two of you the rest of us are all amateurs in politics.” Chase likely referred to the upcoming race for Governor of Minnesota in 1938. Chase dismissed Nicholson’s statement that he was indifferent to the party affiliation of candidates for membership on the Board of Regents. He made explicit that the two men were avowed political conservatives, that they advanced a specific agenda for the University of Minnesota, and they sought political influence to realize their ends.<sup>95</sup> Chase wrote again the following month to assure Nicholson that he had “laid the foundation per our discussion” during extended conversations “with my friends in the United States Senate.”<sup>96</sup>

In fact, Chase and Nicholson failed to have conservative Regents selected in 1936. Despite efforts at compromise, the Republican State Senate and Farmer-Labor State House could not agree on appointments. Farmer-Labor Governor Benson then had the right to appoint the Regents, but only for two-year terms. Governor Benson said of his appointees, “They will bring to the University knowledge of conditions among all classes and a point of view in keeping with the spirit and needs of the times.”<sup>97</sup> His philosophy directly challenged the politics for which Chase praised Nicholson.

## Conclusion

The 2008 Board of Regents statement of “Guiding Principles” states the following:

**In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:**

- **embodies the values of academic freedom, responsibility, integrity, and cooperation;**
- **provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance;**
- **assists individuals, institutions, and communities in responding to a continuously changing world;**

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<sup>94</sup> Edward Nicholson to Ray P. Chase, January 4, 1937, Ray P. Chase, Box 41, Folder January-February, 1937, Minnesota Historical Society.

<sup>95</sup> Glenn Frank biography <https://www.library.wisc.edu/archives/exhibits/campus-history-projects/chancellors-and-presidents-of-the-university-of-wisconsin-madison/glenn-frank-president-1925-1937/>, accessed February 22, 2024.

<sup>96</sup> Ray P. Chase to Edward Nicholson, January 13, 1937, Ray P. Chase, Box 41, Folder January-February, 1937, Minnesota Historical Society; Ray P. Chase to Edward Nicholson, February 13, 1937, Ray P. Chase, Box 41, Folder January-February, 1937, Minnesota Historical Society.

<sup>97</sup> “Governor Benson Names Four New Men as U Regents: Leonard, Lohman, Olson, Dubois Are Appointed,” *Minneapolis Star*, August 18, 1937, 1-2.

- **is conscious of and responsive to the needs of the many communities it is committed to serving.**

These 21<sup>st</sup> century principles comported with the ideas, aspirations, and values of many sectors of the University of Minnesota in the 1930s, certainly to be found among many of its students and faculty and some of its administrators.

Edward Nicholson advanced a political agenda that rejected virtually all of these principles. No one can question Nicholson's commitment to the Hennepin County Law and Order League or his work for the Citizens' Alliance or other organizations outside of his position as the University's Dean of Student Affairs. Nevertheless, his secretive work to influence the selection of Regents as an avowed conservative committed to attacking the open exchange of ideas was a political action inappropriate for a University of Minnesota administrator who was formally appointed by the Board of Regents, whatever their point of view. His quest to manipulate the outcome of who served on that board to accomplish his own political ends was a conflict of interest, at a minimum.

In a political alliance with Ray Chase, who continuously attacked the University of Minnesota as a communist hotbed, he brought their shared anti-union, anti-government, and pro-militarist politics into his vision for the University and his work on its behalf. When he aligned with a champion of antisemitism, an established opponent to the University's autonomy, and a public antagonist to the University's reputation, and was furthermore a constant conduit of information for him, Nicholson's biases had far-reaching effects on the lives of people within and outside of the University.

## **Final Summary**

The Board of Regents' revocation policy is based primarily on three principles:

1. Individuals named on University of Minnesota buildings and assets are honored in the present because their work and achievements in the past represent and reflect the principles, values and goals enshrined in the Regents' 2008 Mission Statement and Guiding Principles. Otherwise, their names should be removed.
2. The policies, values, and leadership that constitute the record of achievement of individuals named on University of Minnesota buildings must reflect the University of Minnesota's unwavering commitment to diversity, equity and inclusion.
3. The full knowledge of the career of individuals named on University of Minnesota buildings must not jeopardize the integrity of the University or "present risk or harm" to its reputation.

We bring this case forward because Edward E. Nicholson conducted himself publicly and in secret as a senior University of Minnesota administrator in ways that were wholly inconsistent with the Mission Statement and Guiding Principle of our institution.

1. He politicized the office of Dean of Student Affairs through policies that suppressed the University's first multicultural and multiracial public sphere in the 1930s. In the face of a vibrant activist student life broadly shared on campuses throughout the United States, he contained and controlled speech, assembly, the right to circulate information, and debate, including interfering with first class mail. He not only administered but expanded the Regents' guidelines for the control of students' rights on campus, indifferent to the significant diversity of ideas and visions of activists in the student movement of the period. He rationalized these controls as his best method to defeat communism, which was not illegal in the United States. While students avidly debated these issues among themselves, Dean Nicholson's approach was to contain, shut down, and censor if he deemed it appropriate. Faculty and administrators who were Nicholson's contemporaries rejected these approaches and policies but were unable to reverse them until his retirement.
2. Dean Nicholson politicized his role in a way that was invisible to most of the University of Minnesota community. He approved some student groups identified with the student movement, only to send his own employees to spy on them. Most shockingly, he shared those reports, along with his own reports on radicalism written over a decade, with Minneapolis organizations that had their own surveillance apparatuses in the service of destroying unions and monitoring those perceived as "dangerous," such as professors. He also sent names to the FBI, and to partisan political operative Ray P. Chase, whose open antisemitism and racism gave Nicholson no pause. Chase evidently received from him dozens of University documents and names of faculty and students who Nicholson deemed dangerous or radical.

It has been barely two decades since scholars have learned how willingly university administrators provided the FBI with names of student activists who attended their institutions in the 1930s. Yet, Nicholson did far more than that. He played important roles in the large network of organizations in Minneapolis and Hennepin County that were funded by major businesses to whom he gave and received information about University of Minnesota students and faculty and sought out opportunities to provide the FBI with information. No known evidence exists that Edward Nicholson undertook his political surveillance at the request of any University of Minnesota administrator senior to him. After 1921, he sent no information about students he and his staff spied on to a president of the University. He answered questions from members of the Board of Regents about student activists. He received no directives from them asking him to do this work.

3. In contrast to his secret political work, he also had an active public life as a citizen. In 1938, his role in the grand jury system led to calls for his dismissal from the University of Minnesota and protracted debate about how he conducted the Student Affairs Office. He was never exonerated or defended by President Coffman or the Board of Regents. That stain harmed the University of Minnesota's reputation.

4. Nicholson secretly worked with Ray P. Chase to influence the selection of members of the Board of Regents in 1938, avowedly to keep Farmer-Labor party appointees from confirmation. He jeopardized the independence of the University of Minnesota and the Board of Regents, had his machinations come to light.

Beginning in 1920, Edward Nicholson politicized the office of Dean of Student Affairs in ways that harmed students and faculty. Few knew the extent of his secret work in surveillance. Some of his closest colleagues rejected his public approach to student life. Dean Nicholson's record jeopardizes the integrity of the University of Minnesota and does harm to its reputation. As we have demonstrated, his actions as Dean of Student Affairs fundamentally violated the Board of Regents Mission Statement.

# **APPENDIX**

## **Selected Archival Documents for the Case for Revocation of Edward Nicholson Name**

February 26, 2024

## Table of Contents

**Exhibit 1: Abstract from Minutes of Senate Committee on Student Affairs, October, 1936-May, 1937 (9 pages)**

**Exhibit 2: Edward Nicholson to L. D. Coffman, November 18, 1933 (1 page)**

**Exhibit 3: Report of the Seekers Club, October 17, 1921 (3 pages)**

**Exhibit 4: Edward Nicholson to Lotus Coffman, July 7, 1921 (3 pages)**

**Exhibit 5a: Edward Nicholson to Ray P. Chase, March 15, 1941 (2 pages)**

**Exhibit 5b: Edward Nicholson to Ray P. Chase, April 7, 1941 (1 page)**

**Exhibit 6: Ray Chase to Edward Nicholson, March 18, 1938 (1 page)**

**Exhibit 7: Socialist Club, January 31, 1941 (1 page)**

**Exhibit 8: Confidential: Partial Report of Meeting of Social Problems Club (1 page)**

**Exhibit 9: Radical Organizations, April 20, 1935 (3 pages)**

**Exhibit 10: Untitled (2 pages)**

**Exhibit 11a: Ray P. Chase to Edward Nicholson, December 10, 1936 (1 page)**

**Exhibit 11b: Edward Nicholson to Ray P. Chase, January 4, 1937 (1 page)**

**Exhibit 11c: Ray P. Chase to Edward Nicholson, January 13, 1937 (1 page)**

**Exhibit 11d: Ray P. Chase to Edward Nicholson, February 13, 1937 (1 page)**



Abstract from Minutes of Senate Committee on  
Student Affairs

April 11, 1935 - National Student League:

Dean Nicholson says he has evidence that it is under the control of the Communist Party and believes in the class war. Action of Committee unanimous in refusing recognition.

May 3, 1935 - Social Problems Club:

Question of the recognition of the Social Problems Club. Unanimously refused. It was the view of the Committee that the Students' Forum provided ample opportunity for the legitimate and open discussion of problems, which makes the Social Problems Club unnecessary.

May 29, 1935 - National Students' League:

Mr. Raymond Pepinsky and Miss Helen Grant appeared for the National Student's League.

Robert Loovinger and Warner Shippee appeared for the Social Problems Club.

Opinion of the Committee that the cases be not re-opened.

October 9, 1935 - Rosalind Matusaw:

"You have enrolled in your college a Miss Rosalind Matusaw of Main Street, Hackensack, New Jersey, who is a very active communist here in Hackensack and Passaic, New Jersey. She uses the "League Against War and Fascism" and "The American Youth Congress" as a cloak for her activities in the "Young Communist League" (Altho these three organizations have since merged). She participated in a strike of the Chain Store Novelty Company in Hackensack and also a tie factory.

The Young Communist League arranged for her transfer to the Y.C.L. in Minneapolis. She now corresponds with one of the leaders and organizers, one "Punky Pinchevsky" of 152 Hope Avenue - Passaic, New Jersey, who sends her literature: "New Masses", "Daily Worker", etc. - also directs how she is to indoctrinate and spread propaganda thru the college. Work from within is their slogan. She wears the official yellow and red badge of the Y.C.L., and is also a member of the International Workers Union. I can also readily name other officers of the Communist League who have been in touch with Rosalind Matusaw.

I am very much interested in breaking up these revolutionary ideas among our youth and feel sure that you too will be glad to do so. I would appreciate your views on this.

Yours very truly,  
Mrs. Benjamin Williams (Signed)  
64 Prospect Ave., Apt. 100  
Hackensack, New Jersey"

November 19, 1935 - National Students' League:

Helen Grant asks to represent the National Students' League. Left no copy of her statement but said she would leave one. To be given a hearing later.



April 9, 1936: - The Minnesota Student Alliance:

The Minnesota Student Alliance, a unit member of the American Students' Union, represented by its President, Howard Smith, applied for permission to organize. The national group, at its convention, discussed problems which most vitally affect students: (1) right to education; (2) academic liberty; (3) working for peace; (4) democracy in education, dealing largely with negroes in the South.

As a local group they are looking into the negro rooming-house activity committee, have formed an economic survey committee which will look into the type of work college students are doing around the campus, the conditions, hours, and wages paid, and have formed a Peace Strike committee to work for the April 22nd Peace demonstration. Mr. Smith is president, Thomas Hanscomb, vice-president, Kirk Lawton, treasurer, and John Harding, secretary. The executive committee is composed of Sherman Dryer, Lindsay Harmon, Paula Myers, Wyman Smith, and Helen Grant. (George Edwards, a Harvard graduate, is executive chairman of the national organization.)

Mr. Smith requested that the group be given recognition. The committee will take a vote very soon.

April 16, 1936 - Students' Alliance Organizations:

Dean Benjamin was present. Members of the Committee presented to him their opinions about the Students' Alliance Organization. Dean Benjamin would be their adviser if the organization is recognized. Dean Nicholson thought the group should be provisionally recognized and the liberal group in the Alliance given impetus.

Warner Shippee appeared in behalf of the Alliance. He made it emphatic that he is not a member of the National Students' League and that Robert Loevinger is not a Communist. He said he felt the organization would be a definite benefit to the University, that the local organization is not bound to support but is bound not to oppose the central organization, that it can elaborate for itself its own problems on its own campus, that the Alliance is an affiliated group of the American Students' Union on this campus. He said the program would rest on what happens to come up from day to day; that the group is definitely opposed to Hearst newsreels on the campus, unalterably opposed to the return of compulsory military training, interested in the future of Federal Aid students, in an economic survey on the campus, in more student government control, in the question of negro discrimination, in war and peace, in academic freedom, and favors the student strike against war.

The discussion of the committee centered about turning this organization into good channels. The committee will be left free to use its judgment as to whether they are doing anything that is inimical or not. It was suggested that the committee might ask them to incorporate in their constitution the statement that this is only an undergraduate student organization and that their officers will consist only of students, and the advisers of the faculty members which they select.

May 21, 1936 - Communist Groups:

The Communist group asked for recognition. Rosalind Matusaw appeared. She said there has been on this campus a Young Communists League for the past year, and members of this League felt there was no reason why the students should not know the facts and ideas of the Communist party presented from a Communist's



point of view. She said names have been kept secret because of fear that students might be expelled from school. She said it is the intention of this group to have speakers on the campus to explain the Communist organization. She said they wished the Senate Committee to prescribe the faculty sponsors, because one chosen by them might feel himself designated a Communist. The Senate Committee thought the constitution submitted rather sketchy, and asked Miss Matusaw to come to another meeting in a few days with a more detailed and lucid constitution.

May 26, 1936 - Communist Group:

Rosalind Matusaw again appeared on behalf of the Communist group. Questions and answers ensued about as follows:

Dean Blitz: Will Miss Matusaw tell us first the purpose of this organization - how she comes to be the organizer and the whole background of it.

Answer: The purpose of the Communist group would be an educational one, so that students would have an opportunity to come and discuss among themselves the ideas of Communism and our point of view on various issues, and also to hear speakers on these things. The relation between the Communist Club and a Young Communist's League is this - the League feels there should be some way on the campus whereby students should hear about these things, and they have taken the initiative to start it. I was appointed to do the work that is to apply for recognition and to speak for it. But I am by no means the permanent organizer. The members of the Club will have the opportunity to elect anyone they please. The Club will have no national affiliation with the League or with the party.

Dean Nicholson: Why use the term Communist? As I understand it, it is an opportunity to give the liberal group a chance to talk.

Answer: You were correct there, but we had in mind that there should be no mistake that it was the Communist mind. It would be called a Communist Club, but the members would not necessarily be Communists.

Dean Nicholson: There would be about ten Communists?

Answer: Yes.

Dean Blitz: The initiative for this action came from the group of the League?

Answer: They had the idea but are not the only ones who are supporting this. At the present time there are representatives from different organizations outwise who believe there should be such an organization.

Dean Blitz: The initiative came from the Young Communist's League?

Answer: Yes, but that doesn't imply that it will dominate the Club.

Armstrong: It doesn't imply that it won't either.

Answer: I told the Committee last week that we would not pack the Club.

Question: How do you organize your Club?

Answer: Right now it meets off the campus.



Question: Haven't they had meetings in the Forum room?

Answer: No.

Dean Nicholson: As out last meeting you spoke of giving the students an opportunity to present their beliefs. I said why couldn't we serve that same purpose thru the Forum? I think it has had a fair presentation of the Communist group. Why doesn't that serve the purpose of bringing other students the philosophy of the Communist party?

Answer: In the first place the Forum invites only speakers who are authorities. That gives the student no opportunity to study Communism as long as he wants to. It takes a few months to get a good understanding of it. You can't get that from hearing a speaker once in six months.

Question: Wouldn't Mr. Browder's speech have given the students a chance to study if they wanted to follow it up?

Answer: You can't study such a topic by yourself, You have to discuss it with other people.

Dr. Palmer: Is this to be primarily a discussion group?

Answer: I think it would be both.

Dean Blitz: How long have you been a member of the Communist Party?

Answer: I am not a member of the party. I am a member of the League. The League is an organization for young people interested in studying Socialism. The party is a much more rigid organization with a definite form of discipline and definite beliefs.

Dean Blitz: How long have you been a member of the Young Communists League?

Answer: A year last October.

Dean Blitz: You joined instantly on coming here?

Answer: About a month after I came.

Dean Blitz: You had no connection previously at all?

Answer: No.

Dean Nicholson: When you came here and moved to Sanford Hall, you were tremendously interested and began distributing literature and discussing it with the girls?

Answer: I don't see where my personal activities have anything to do with recognition of the group. But I admit I was interested in Communism before I came here. I did speak to the girls at Sanford Hall, and I don't see that there was anything wrong in that.

Dr. Palmer: Then it would be possible for this committee to have names of officers and members?

Answer: Certainly, if it were taken with the understanding that these students were not Communists.



Answer: Our idea is that any way the United States undertakes is not in its interest. Our program still is to defend the Soviet Union, because it is the one socialistic country in the world. If this Union is ever defeated, it means that the whole idea of Socialism is wrong.

Dean Nicholson: This organization is merely to be for the purpose of serving the liberal group and giving them an opportunity for discussion. Is it not true that it is one of your real duties and responsibilities to be educating these people and moving them a little closer to the Communist side? I asked you that question the other day. At that time I put in that you were under orders, and at that time you said that you were not under orders but that you gave the orders yourself. I said I didn't see how you could escape under orders, because all of us are under orders.

Dean Blitz: With whom do you help to make the orders? Are you an officer?

Answer: No.

Question: You have been delegated to the work of organizing the club on the campus.

Answer: Yes. I would like to explain about the liberal question. In the first place it is not a club for liberal students only. It is purely educational, it is true, but as I said before this is not the only way we have of educating people, and if we have a Communist Club all we want is that people have an intelligent understanding of what this party is.

The committee felt that as a state supported institution it is unfitting to recognize an organization that aims directly at its destruction. Recognition to the Communist Club was refused unanimously. It was further moved that there be a small committee appointed to draft a careful statement of reasons for refusal of the club to be presented to The Daily. The chairman appointed Dean Blitz, Mr. Steward, Dorothy Gurton, and Glenn Heidel to the small committee.

#### June 3, 1936: Report of the Sub-committee:

No such club as the proposed Communist Club is necessary for the academic consideration of Communism, which is the purpose stated in the application. The regular faculty considers the subject in class when it sees fit. There is also the Students' Forum, which provides free and open discussion of this and other social and economic topics.

No large class of Minnesotans is sufficiently interested in Communism to make its teaching on the campus, apart from classroom treatment, necessary. There is no demand for instruction in Communism from farmers, nor from organized labor, nor office workers, nor employers. On the other hand, many important groups are violently opposed to all of its manifestations. Communism is of interest either academically, for which type of consideration classroom discussion may be organized, or to those who hope to gain personally from Communist agitation and political gestures. In the last mentioned objective there is no reason for the University of Minnesota to take an interest.

There is a difference worth considering between the classroom analysis and the extra-curricular promotion of a political theory which is both at odds and at war with American governmental policies and ideals.

Nov. 17, 1936: Dean Benjamin has resigned as advisor of the Students' Alliance, and Mr. Andrine has taken over his post.



April 1937

March 10, 1937: - Communists Clubs

Dr. Palmer read their constitution and signers. The purpose of the organization is to present current interests with a Marxian point of view. The program for the next three meetings were included. Harry Boklund, the petitioner, was brought in. He said, in answer to questions, the following:

1. "Regarding the size of the group. There will be no definite group formulated. There will be no membership list as such.
2. Any one who comes to the meetings can vote.
3. Asked whether this wouldn't duplicate the Forum, he replied, "The Forum is admittedly an organization which presents both sides of each controversial question. We wish to present only the Marxian point of view. We cannot expect recognition as a political club due to the prevailing feeling regarding such a club."

Faculty questions and remarks follow:

Q. Why not use the discussion room without organizing a club?

A. Then we could have an outside speaker.

Q. What is the purpose of changing secretary and treasurer each month?

A. I do not know. I have only recently taken this over and did not plan the constitution.

Dean Nicholson said that in all his talks with Mr. Boklund there had been assumption of group membership, altho meetings would be open to all.

Q. It has been a rule of this University that all groups must file membership lists before they can be recognized. The reasons you felt you couldn't file one were?

- A. 1. The fear of a legislative investigation.
2. Some are permitted here by their parents only if they do not participate in radical activities.
3. They may be prejudiced against in other organizations.

The lists are, of course, open to the legislative body at any time they want them, but are not otherwise available except to certain groups such as the Representative Minnesotans.

Q. Are you expecting us to permit the University to cover up for you and hide from the parents what their child is doing?

If membership in this club is as violent, vital and dangerous that the members cannot reveal who they are, can it be called a University activity?

The University has no right to sanction an organization so dangerous to its participants that they might be branded for life.

A. Other Universities have recognized Communist Clubs. We will be tied up to no outside group and will participate in no such demonstrations.

You are asking us to waive a long established custom of this University - membership lists. All other organizations have turned in such lists.

But you bring a list in as to what the procedure of recognition is in other universities and which ones they are.

There will be another meeting shortly, as we would like to sit with the members of the faculty named and talk with them. At that time you can come in and present your picture if you wish. In the meanwhile, we suggest that you go back to your organization and explain to them why we require a membership list and see if they will comply.

The meeting will be the first week of the spring quarter if possible.



April 16, 1937 - Communists Clubs

Mr. Eoklund said the Communist Club is willing to:

1. Change its name to the Marxists Club.
  2. Furnish names of the nucleus of the club-executive committee-about 8 members.
  3. Change the time of election to once a quarter.
- There are no changes in the purposes of the Club. He wished the decision made as soon as possible.

Dean Nicholson replied that after all in the program of the club as previously read, discussion was the important thing. Now having learned about the discussion room you can satisfy those needs.

(The Communist Club has held 2 meetings in it now.)

Eoklund: The drawback is we can't bring in outside speakers.

Dean Nicholson: That opportunity can be offered by the Forum.

Eoklund: But we want to present only the Marxist point of view.

Prof. Lippincott: Other political clubs are allowed outside speakers.

Dean Blitz: The other political clubs have given us membership lists.

Prof. Lippincott: We are asking only equal treatment with other political clubs. Why have a list of just the nucleus members? Voting members would not be listed.

Prof. Lippincott: Those who don't sign shouldn't have voting power

Eoklund: There are not 50 people who will give their names. They fear discrimination. Also the constitution has been changed to membership for faculty and students only --no employees as such of the University. The point has never been raised as to the minimum number of members on a membership list.

Rowley: It is asking too much of the University to accept the responsibility when the members themselves are unwilling to do it.

Dean Blitz wrote to all surrounding Universities and they all required membership lists (complete) for recognition.

Dean Nicholson: I expected at least 35 members to sign who would be members in spirit. It is not the number of members but the fact that the list is not complete which makes it difficult.

Beach: We should make a liberal allowance of their case inasmuch as they are afraid of getting a bad name.

Dean Nicholson: I have yet to know of any persecutions.

Dean Blitz: You are asking us to recognize something for which few of the recognition criteria has been met. There is another aspect, when a group has recognition, that implies to the public mind a certain degree of sanction or approval.



Lippincott: Recognition may be a wrong policy. I have suggested to President Coffman the idea of registration. Then no one outside of the U. would get the idea we approved of it.

Lippincott: The whole problem has arisen because they were not recognized. The chief reason to recognize them is because the University is supposed to be impartial.

April 22, 1937 - Communists Club

Mr. Burak: To what decision have you come regarding a membership list?

Ecklund: We are prepared to give a list of 15 names.

Dean Blitz: Will the officers be chosen from the known list or a revised list?

Ecklund: Yes, and I may add we will call the Club the Maxian Club. In giving this membership list, we are reluctant as we have a notarized statement from the Students' Alliance that they did not give one.

Mr. Burak: Will your organization feel a duty to cooperate with the University?

Dean Nicholson: In that connection may I bring up the action in this peace situation? The Peace Committee formulated an agreement with Dean Willey. In this agreement they agreed not to use the term "strike". Yet, last Monday circulars were handed out bearing the title "Peace Strike". The names of the signers were the Peace Committee. Also, this morning, a calliope canvassed the campus about 10:30. They also used a loud speaker and it was plastered with peace signs. No permission was even asked for. I do not believe the Peace Committee was behind this, but I think it was Communists, possibly not your group. But if you and your associates are in earnest, you should use your power to prevent this coming in of overtown power.

Dean Blitz: In other words, if recognition were given and privileges granted, where would your allegiance lie? With the University and intellectual and considered discussion, or with the overtown group using you as a stepping stone?

Ecklund: It is a discussion group and would not be represented on such things as Peace Committees.

Dean Blitz: As an example, last spring at the first meeting held which was to be an organization meeting, a speaker came from off the campus. He was not permitted to speak; at which he declared the time would come when he would come when he wanted to and talk as long as he wanted to. What stand would your group take?

Ecklund: We are not asking for recognition as a political group.

Dean Nicholson: For the first time, I have a feeling you are not being frank. Are you not covering up some relationship between you and downtown Communists?

Ecklund: You will approve or disapprove our speakers. If you do one way, or the other, we shall abide by it. The fundamental issue is one of freedom of speech. We would like to be recognized. If we are refused this privilege, we will protest.



Dean Blitz: Are you or the new officers members of the downtown group?

Eoklund: We have no connection with the downtown group as to direct allegiance.

Dean Nicholson: In recognizing a club called the Marxian Club, we are not recognizing communists. We must take into consideration that the other people in the state believe U. recognition means approval. Here the Marxian Club shall be merely one of our groups, and not subject to the order of off campus persons.

Dean Blitz: I would be in favor of a Marxian Club dissociated from the downtown group, with approved speakers, and a list of membership. If we allow them one year on probation, we can watch them and see if they will yield loyalty away from the campus.

Dean Nicholson: If we committed a direct violation of their application, we could withdraw our temporary approval.

The Motion: That recognition shall be accorded the Marxian Club when it shall have submitted to the Dean of Student Affairs a proper application, with the usual provision of such application for recognition, incorporating the following points, agreed to by their representative.

1. The proper name of the organization shall be the Marxian Club.
2. The names of the present officers shall be turned in.
3. There shall be a membership list of at least 15 members.

This motion was revised as follows:

The motion was passed by the Senate Committee on Student Affairs in regard to the Marxian Club:

That provisional recognition be accorded the Marxian Club when it shall have submitted to the Dean of Student Affairs a proper application with the usual provision of such application for recognition, incorporating the following points as agreed to by their present representatives:

1. The proper name of the Club shall be the Marxian Club
2. The names of the officers shall be submitted.
3. There shall be a membership list of at least 15.

This recognition shall be issued with the understanding that it be on probation for a period of one year.

May 20, 1937: - Students' Alliance

It was moved and accepted their period of probation be extended one year and that it be explained to them why it was not removed. The Students' Alliance was not removed from probation as they had not lived up to rules and regulations but it was felt a more radical element had left the group and they were getting better.



November 18, 1933

President L. D. Coffman  
University of Minnesota

My dear President Coffman:

I am returning to your office the letter from Mr. J. F. Buchheit which was sent to my desk.

Senator Schall was invited by the Forum to speak before them. No permission was asked of either your office or mine to issue this invitation. It should properly have come to your office for approval, as the understanding which we had I believe states that all outside speakers--and I think by his membership in the Senate Senator Schall would be regarded as an outside speaker--should be invited to the University by yourself. At least a conference with your office should have been held by the people responsible for the invitation.

I cannot see how, even though all of the formalities had been observed, there would have been any difference except that if he had been speaking on the basis of a direct invitation from the University he might possibly have been more circumspect.

The thing which I think aroused the antagonism of practically everyone was his ridicule of the President of the United States--not merely disagreement but misnaming him and holding him up for ridicule by misnaming him.

If the request had come to my office I think I would have approved it, notwithstanding the fact that I disagree very decidedly with the Senator. But as one of our Senators from the state I do not see how a refusal to allow him to speak here or to be invited could have been made.

It merely goes to show that the restrictions placed on students bringing people to the campus should be observed. There was a very decided "letting down" of these restrictions last year. I believe it would be wise to either reestablish restrictions by action, we will say, of the Board of Regents, or possibly it might be accomplished through the carrying out of a plan I have for a centralized student bureau to have charge of bringing all of these people to the campus. I discussed this with the Forum somewhat last year. It met with approval by some, but by others, and particularly the ones that should be carefully observed, it was disapproved. I have been discussing it somewhat with different groups this fall.

Very sincerely,

Edward E. Nicholson  
Dean of Student Affairs

EEN:DH



The University of Minnesota  
Minneapolis

REPORT OF THE SEEKER'S CLUB.

BUREAU OF EMPLOYMENT  
AND INFORMATION

Monday, Oct. 17, 1921.

There were about 25 present in all. Many of them seemed to be strangers, but some were familiar.

The minutes of the special meeting at which they elected officers were read. Mr. Borgeson is president, Mr. Livingston, who is not in school this quarter, is vice-president, and a secretary, Mr. Gorovan, was appointed to take minutes in the absence of the real secretary.

A meeting is to be held Thursday of this week to take in new members. Mr. Borgeson invited all those who wished to do so, to become members. It is to be held at eleven o'clock in room 9 Folwell Hall.

The speaker was Mr. Alvord of the History Department. I jotted down the main points in his talk, which were these\*:

"The historian seeks truth, but for my part, 'There ain't no such animal as truth.' The historian's outlook upon the world at the present time is very interesting. He sees parties alive, the conservatives and the radicals equally certain that they know all truth to cure the present ills.

Bismark says, 'In every political action in which I have been engaged, I have never learned anything from the past.' History teaches nothing, except that the old world muddles along somehow. Does it progress? That is the question.

The Education of Henry Adams is a very interesting book to read. He says, 'We historians teach you lies,-- we do not dare teach the truth about the history of the world!' 'We tell about evolution so that the world is progressing rapidly toward the millennium,--if it is ever coming. There is no such thing as a rapid progress in History.'

In 1914, all Historians were very hopeful of the old world. In the lectures given by an English Historian of that time, he pointed to the boundary line between Canada and the United States, showing how there was no war between us, no armed guards, and said that it gave a promise of what was coming,--International Peace. He was very optimistic. That hope ended in HELL! There has been no progress at all in the last part of the 19th Century and the first part of the 20th.

Does history or historians know anything about it? Has there been progress since the French Revolution as things pointed to before the World War? Or has civilization gone down? Are the telephones, Airplanes, steam boats, etc. progressive or not? The

See highlighted section on page 3



The University of Minnesota  
Minneapolis

INTER-DEPARTMENT CORRESPONDENCE  
SERVICE DEPARTMENT

average Athenian citizen in 500 B. C. was more intelligent than any University Student or any professor.

(There were many laughs at this, in fact, he seemed to amuse them most of the time.)

Henry Adams says that they have 'a story agreed upon'. History, then, someone says, is chaotic and immoral, and unfit to be taught of the young people of our nation. According to Germany, he, himself, is not such a bad fellow, either. A picture has been agreed upon, - a picture of a well-cultivated garden. But this is not the right picture. Go to the nearest swamp, and what do you see there? The weeds are struggling for sunlight. Thousands of seeds never germinate, and others germinate, but are choked out by the other weeds. The struggle of the weed-patch is the struggle of human life.

What is it? How about this chaos and immorality? How are we to understand it. The Historian seeks to find the cause of everything. He eliminates the will of the individual, -- it is not a cause. If he could explain the individual, all would be explained.

I do not think that there is such a thing as the science of History, because, in order to have a science, one must know and find laws. The Historian cannot do that, therefore he is not a scientist.

As to the phrase that history repeats itself, - that is false. History never repeats itself. No event has ever been exactly repeated. Historians do not care whether it repeats itself or not.

What does the Historian do then? Mr. Alford says that he does it because he gets paid for it, and because it is fun. He says, 'I like to see the animals squirm. The historian seeks to establish a causal connective between the cause and the effect. We know that there is a time element that comes into it, and that is about all that we do know.

We have a very complicated problem. The social psychic force acting a little differently upon each man and woman make it so. The unknown problem is, 'How did soandsø get that particular kind of a character?' We make an attempt at explaining, - we cannot explain. Our motto is 'We will seek to tell; and that is all.

Perhaps civilization is going in a circle. There approximately 6,000 years of the world's history that we know anything about. There are really 100,000 years of history. Neither I, nor the Almighty God, nor H. G. Wells knows the rest. We know that we are going somewhere, but where?

(Much laughter, again.)



The University of Minnesota  
Minneapolis

BUREAU OF EMPLOYMENT  
AND INFORMATION

The historian is only certain that a man is educated when he thinks,-- not rightly, but just thinks. When human beings go along all right they do not make History. The historian is only interested in the scandal.

Finally, the Historian stands like a disinterested spectator on the side lines of a football game,-- watching the ball being kicked from side to side in the turmoil.

Mr. Alvord's talk was one of the best that has ever been given before the Seeker's Club.

There was scarcely any rebuttal or come-back at all. What there was, was just a quibbling over a phrase, of a misunderstanding of what Mr. Alvord said.

The meeting adjourned at about ten-thirty.

I have told you in a note to-day, what I think of the Thursday meeting, so it will be unnecessary to repeat it.

I should like to speak of one thing. I had noticed before, how some of the Gentile girls, (distinguishing them from the Jewish) sat by some of the Jewish men and allowed them to speak rather freely to them (judging by their actions) and afterwards, let them take them home. I presume that it is up to the girl if she wants such a dirty looking Jew to take her home or not. However, there is one girl who has seemed well acquainted with a man by the name of Jacobson, and who has been escorted home by him almost every time. I have not found out her name, but I will try to get it next time, if not before. He took her home again last night, and they walked up to the car-line soon after I, so that I had opportunity to notice them. He seems too friendly and too extremely "nice" to her. Perhaps something might be done by giving her name to Dean Ladd.

Emilio V. Nielsen



The University of Minnesota

Minneapolis

OFFICE OF DEAN OF STUDENT AFFAIRS

July 7, 1921.

President L. D. Coffman,  
University.

Dear Sir:

I herewith submit a special report on the Seekers Club,  
covering the year.

To date there have been twenty four meetings. The following persons have spoken before the Club: Professor Quigley, Professor Bernard, Miss Bessie Kasherman (student), Mr. Rypins, Mr. Kammin spoke on Academic Freedom, some professor was to have spoken on this subject but failed to appear. Rev. Stafford, Mr. Van Roosbroeck of the Romance Department, Rev. Dietrich, Mr. Binder, a student officer of the club, Professor Tyler, Professor Finney, Mr. Hajacek, student, Professor Wilde, Louise Sturman, student officer of the Club, Professor Wright, Rev. Elliott, Mrs. Epstein, outsider, Mr. Chew, Daily Star, Professor Gras, Mr. Adler, Daily Star, Mr. Gaston, Daily Star.

The agreement entered into that no outside speakers would be brought in without first obtaining my consent has been lived up to by the group. In only one case have I felt that there was a semblance of violation of the agreement. That time one of the above speakers appeared officially. After he had finished his talk, a member of the Club arose and stated that there was a lady present whom he would like to have speak. It developed that she was a representative of the Inter-Collegiate Socialist Society. She spoke for only a few moments, urging plain speech and the need of the above mentioned society.

At the beginning of the year there appeared to be considerable interest in the Club and what it might have to offer. Attendance was normally over a hundred, running to about one hundred and sixty one meeting. But as all of the talks were sane in character (the only oratory being by some of the younger people during discussions) interest apparently waned. The normal attendance this last quarter running from twenty to thirty-five. A small group of about five, who represent what I would call the radical group, has lost interest apparently and it is seldom that any one of this group comes.

It is my belief that they have found that they could not control the situation and have arranged for meetings for the select at other times. It is my belief that these meetings are held off the campus, as I have made a careful effort to trace any unauthorized meetings on the campus.

During the winter I believe a real effort to attract students and introduce propaganda was made. Nearly every meeting was attended by quite a few outsiders, some of whom took part in the discussions.



LDC #2

Some of these people I have been able to place, for instance at one meeting there were present some very radical outside Socialists and I. W. W.'s - A Miss Gorman an active work in the English Local of the Socialist party and Communist party - three Jews, members of the Communist party, - a man by the name of Oleson, an active I. W. W., - a man by the name of Scottis, active I. W. W., just returned from Kansas where he had been organizing for the non-Partisan. This meeting showed an extra large number of such people. They have in my opinion given up an attempt to put life into the campus group and if their efforts are continued it is with a select group off the campus.

That this lack of life and interest was recognized is shown by suggestions that meetings be changed to every two weeks instead of each week. This was not carried at the time it was presented because it would be taken to mean a dying out of the Club.

I have attended some few meetings, but my presence has been such a dampener that I ceased going after the middle of the quarter.

At the meetings I attended the talks were quiet and sane, and for the most part an attempt was made to make a reasonably fair presentation.

A continuation of the present policy will I am sure result in the death of this organization. Every effort should be made though to locate the special small group meetings, if on the campus forced into the open and brought under supervision.

Any attempt to curb (or persecute as they call it) will result in a new flame of interest which could easily get out of control.

Edward E. Vindler

The information relative to outsiders should not be given any publicity as it would probably enable interested parties to locate my source of information



UNIVERSITY OF MINNESOTA  
MINNEAPOLIS

OFFICE OF DEAN OF STUDENT AFFAIRS

March 15, 1941

Mr. Ray P. Chase  
Anoka, Minnesota

My dear Ray:

I can't tell you how happy I was yesterday to note the great improvement you have made since I saw you last.

I am sending the long promised papers with this, also a suggestive list. I have not undertaken so far this morning to make a contact with Shelley. I thought I would leave that 'till the first of the week because so far this week they have been doing nothing but attend the legislature. I talked with Dean Coffey this morning, and he tells me that it is his feeling that having the Regents come over there and discuss the matter has made a great and favorable impression on them, particularly the business man's talk made by Shelley. He also mentioned Bell and Dr. Novak as having made very impressive talks.

He is going to let me know if he sees any signs of the necessity of becoming more active in the matter.

Sincerely,

EEN:vy

*Edward Nicholson*  
Edward E. Nicholson,  
Dean of Student Affairs

Prof of Everett - Great Prof. Philosophy  
 " Beach English  
 " Lippincott Pol Science  
 " Shook  
 " Cogswell History  
 " H.K. Hartig Elect. Eng.

Coll. Educ. ?

Prof. Clifford Kilpatrick Sociology  
 Dr. Borowitz Stand Health Service  
 Borowitz



UNIVERSITY OF MINNESOTA  
MINNEAPOLIS

April 7, 1941

OFFICE OF DEAN OF STUDENT AFFAIRS

Mr. Ray B. Chase  
Anoka, Minnesota

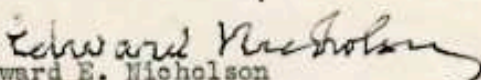
My dear Ray:

In my recent letter to you I had meant to include some names which might be of interest to you, but it slipped my mind.

You will find a clipping from The Minnesota Daily attached to the copy of the paper you sent me, which I returned to you. In addition, I would suggest the name of Miss Beatrice Riedel solely on the ground similar to Rosalind Matosow whom you have on your list. I would also suggest the name of Mr. Anthony Calaguri, Hibbing, Minnesota, who is in the Law School. I have suggested his name because he is an individual about whom the FBI has been making inquiries. He is one who associates with that group very closely and has been very active in trying to get special recognition for the colored people even to the point of lying and trying to engage a room for his sister. It turned out that he was engaging it for a negress. The plan did not succeed, I might say.

I hope you are well and improving right along, getting your fighting togs all arranged and ready for battle. I probably shall have another name for you shortly. There is a graduate student here on the campus at the present time who came to us from another institution at the beginning of the year. He is living under two names--is registered under one name, receives mail under that name at his rooming and also receives mail under a different name. He disappears from his rooming house every once in awhile, sometimes being away for four or five days with never any accounting for the time. There are other questions which have been raised concerning him, and I am trying to make a check-up on him at the present time. As soon as I have something definite I will keep you posted.

Sincerely,

  
Edward E. Nicholson

EEN:im

March 18, 1938

Mr. Edward E. Nicholson  
Dean of Student Affairs  
University of Minnesota  
Minneapolis, Minnesota

Dear Dean:

Your letter of March fourteenth reached me just as I was leaving for Chicago.

Can you conveniently and without embarrassment tell me the sum paid to Langford Hughes, the negro poet, for his lecture of October tenth, 1935?

Sincerely,

Ray P. Chase.



[Jan. 31 1941]

SOCIALIST CLUB

The meeting was called to order by David Cooper at 3:40 P.M. in Room 343 Coffman Union January 31, 1941. He prefaced his introduction of the speaker of the day by announcing that several notices of meetings in the past quarter had not found space in The Daily and that possibly discrimination was being shown, and that such matters would be taken care of in the future.

The speaker for the meeting was Mr. Max Goldman, member of federal workers Local 544, whose topic was entitled "The State--in Theory and Practice". Mr. Goldman stated that the task of all true Socialists was to reaffirm the teachings of Lenin and Trotsky, that Lenin's teachings and true Marxian principles had been distorted by the Stalin regime. He traced the origin and development of the state from the earliest clan system of community life, where private property was unknown, to the advent of the state with its accompanying class system and oppression.

Mr. Goldman stated that under the tenets of the Marxian teachings any change in the social order, to erase the oppression accompanying the class struggle cannot be gradual, and in response to the only question asked after the talk was concluded--as to whether force would be necessary to bring about this desired change-- he stated that the present system had made it unnecessary to arm and train the workers, that the recent conscription bill had taken care of that, and that the use of force was advocated "if necessary".

At the close of the meeting an announcement was made that copies of various pamphlets were available at nominal cost and free copies of the Socialist Appeal were distributed to all desiring them.

V.E. Mohns



CONFIDENTIAL.

Partial report on meeting of Social Problems Club held Feb. 27, 1935, at 7:30 p.m. in Room 104, Minnesota Union, and other data:

Among those present were:

Faculty: Professors Deutsch, Lippincott; Instructors Sarah Stone (Sociology) and Isaac L. Hoffman (Sociology) and graduate student (apparently teaching assistant) H.A. Schon;

Students: Manual Gottlieb, Sherman Dryer, Fritz Rarig, Laurie Lehtin, Betty Graves, Gordon Pehrson, Raymond Pepinsky (Exec. Sec'y. National Student League), Warner Shippee, Wilbur Broms, Jane Loevinger, Robert Loevinger; graduate student (negro) John F. Thomas (L' 38), Allen Stone (Same address as Instructor Stone.)

Executive Committee of Social Problems Club includes Instructor Hoffman and Instructor (Miss) Stone and John Thomas)

From remarks made it was evident that both Hoffman and Miss Stone were very active in truck drivers' strike last summer. The truck drivers' Union is led by men who hold high positions in the Workers' Party (formerly Communist League) of America.

Thomas boasted of teaching Communism to children in his physical education classes at Phyllis Wheatley Settlement House.

Allen Stone appointed as representative of Social Problems Club to go before Scholarship Committee (?) to protest funds for R.O.T.C. or for new armory and to ask that they be given to Child Welfare Institute or College of Education or for new Business Building.

It may be of interest that Instructor Stone lives at 1229 Knox Avenue North. The Workers Cultural Center (Communist) is at 1229 Logan Avenue North.

Practical Pacifists, ROTC members, Military Department personnel and anti-radicals in general were referred to as "Rats" by Pepinsky.

Some mention of April 12th Strike Against War. Plans to go ahead; some disparaging mention as to action of University authorities (doubted there would be any)

At close of meeting, newspaper salesmen appeared and began selling copies of "The Internationale" and the "Daily Worker". Copies of both were purchased by Professor Lippincott and other students and faculty members.

At close of meeting "Student Front" was distributed. It is apparent that this is being issued without the sanction of the University authorities.

"Student Review", the official organ of the intercollegiate body of the National Students' League, was also offered for sale. (According to statement of Breslow and Scammon appearing in November, 1934, "Student Review", the Social Problems Club was jointly organized by National Students' League and Farmer-Labor Club.)

(Please be careful how this information is used. We do not want to uncover our informant in the Social Problems Club.)



## Radical Organizations

I define a radical as one who believes in the overthrow of the government by force. Those who believe in accomplishing the same by ballot I define as liberals--moderate and ultra liberals. I am using the term "radical" in this report at all times as representing the Communists and the Militant Socialists.

My attention was first called to radicals on the campus attempting to perfect an organization, in order that they might carry on organized and systematic propaganda work, at about the time of the close of the war.

The Young Communists were trying to organize in colleges all over the country. At that time two men (Jews) came here from the University of the City of New York, registered here, and made a serious and determined effort to get a group to apply for a charter from the Young Communist organization. They spent an entire quarter here in the work. The crowd they worked with had some Communists and at least one pronounced syndicalist. The group finally decided to remain as an unidentified student group of liberals known as the Seekers. This group continued to hold open meetings but died out before the end of the next quarter. They failed to attract the group of over town people who had been attracted during the time that efforts were being made to tie the group to the Communists. Following this there has not been to my knowledge an organization of radicals on the campus until recently, though at all times I have known of individuals.

About two and a half years ago a number of requests were filed for student group recognition. After the first one or two my attention was caught by the fact that all of them were overlapping in memberships. There was a small number of ultra liberals and radicals interested in each. This aroused my curiosity and has been the cause of my watching this situation closely.

It has been the practice to grant recognition to any group of students who gave as their reason for wishing to have this recognition reasons which seemed justifiable and laudable, this recognition entitling them to have the use of University rooms for their meetings. There are many such requests. Many of the organizations recognized are ephemeral in character and soon lapse.

The groups which aroused my interest were:

1. The League for Industrial Democracy
2. The Friends of the Soviet Union
3. The National Student League
4. The Social Problems Club

The first two soon disappeared. The second, after having its privileges withdrawn, disappeared. The first apparently just faded out, though it is now my opinion that both were more than likely gradually absorbed by others.

There has never been any application for the recognition of a Communist Club, and officially no such club has been known on the campus. It has recently come to my attention that there is such a club, as is shown by a leaflet recently distributed on the campus sponsored by the University of Minnesota Young Communists Club.

It appears then that we have the following three groups in our student body:

1. The Young Communists Club
2. The National Student League
3. The Social Problems Club



The first is a declared Communist group, and there is no shadow of doubt in my mind that the second is Communistically controlled and guided. The third contains practically all of the radicals known to me, faculty as well as students, and from my knowledge of some of their meetings individuals make their brag of participation in the truck driver's strike of last summer (Communistically directed and controlled), also one in particular has made his brag of teaching Communism to pupils under his direction (not a University teacher).

The second, the National Student League, is a training and feeding ground for the Young Communists. The known Communists on the campus will be found active in the League work, if not openly then directing from behind the scenes.

Activities of the League: Direction and urging men to plead conscientious objection to military training. Preceding the Ohlson case two men had applied for release from such training on the basis of conscientious objection. On being quizzed in my office, they stated - one that he had partly finished the training requirements. Both stated that they would have no serious objection to completing the requirements but would be perfectly willing to be released. They had understood that there was a possible chance of release. Ohlson, the third man, acted on suggestion and guidance of others. Individuals of the radical group were directly concerned and interested, I know, as they were the ones directly interested and followed up each case. They had begun their inquiries even before the men appeared at my office.

There was an active campaign in the All-University Council last year to gain control of the Council and to remove all connection of the faculty with it. This campaign continued this year in the form of a demand that the Council be given the powers of the Senate Committee on Student Affairs.

The request last spring that permission be given to hold a student parade in protest of R.O.T.C. at the time of the annual military inspection was refused. They were inclined to hold it anyway, but a statement made to them that if it was attempted the committee of seven whose names were taken would be held personally responsible stopped them. In place of a parade a program of speeches from a window in the Union was substituted. This was written up for the Student Review, a part of the National Student League, without regard to facts, signed by Lester Breslow and Richard Scammon. Breslow, an avowed Communist, is the real brains behind the scenes. Scammon is a Communist at times and a militant Socialist at times.

Of the above three, not one has been recognized by the University, though the second and third filed applications for recognition over a year ago and both have been informed that recognition is withheld pending further information sought by the Senate Committee on Student Affairs. The information which has been slowly developing will, I am sure, lead the Committee to decline to give them recognition.

Efforts have been made this year to induce a negro or negroes to start a fight for equal privileges in the dormitories. Two or three colored students have been approached with the request to start action, with no action as yet.

The student strike called for April twelfth. They have fought every effort to modify the strike program and have insisted on carrying this through no matter what other program other students might wish.

There have been a number of leaflets distributed on the campus this year - one signed by University of Minnesota Young Communists, others by the Peace Action Committee, and by the National Student League associated with others. It is interesting to note that in each of these cases the headlines have been lettered by the same person and the stencil for the body of the material has been cut by the same



machine. This is also true of a mimeographed news sheet "The Student Front" gotten out by the local Student League group.

These leaflets cost money. I do not believe that any of the groups have the necessary money. From the leaflets it is evident that there is an active Communist group on the campus. This group undoubtedly attends to publishing leaflets and arranges for financing.

The Student Peace Committee, a committee organized with the purpose of bringing together representation of all groups desiring peace, includes those with radical methods of approach as well as those with conservative views. The radical group has finally gained control. This is illustrated by the recent strike, the radicals being unwilling to waive the term strike and unwilling to even listen to the suggestion of any other term. The term strike was insisted upon because through it there was lodged in the minds of the students the germ of an idea which can be called upon again and again, each time with a quicker acceptance and much broader idea in application.

To summarize: I believe that there is an organized group of Young Communists on the campus. They were identified with the organizing of the League for Industrial Democracy and the Friends of the Soviet Union, both of which have to all intents and purposes disappeared and are now functioning through the National Student League.

The National Student League is Communistically guided and directed from New York and by a local University group which in turn is directed by interests over town. It endeavors to draw in the ultra liberals who are gradually drawn over the dividing line and become radicals.

In addition to the League there is another group which has filed for and is awaiting the approval of the Senate Committee on Student Affairs - the Social Problems Club. This Club, apparently independent of the League, is made up largely of the Communistic group, which I believe guides and directs the League. It furnishes student teachers for Communistic schools, and furnishes at least one teacher for very young students who brags of teaching these pupils Communism. Others I know to have connection with the over town group. From information reaching me, I assume that all their discussions center around Communism and its activities.

My statements above are based on:

1. My personal observation
2. Direct and conversational statements by students
3. Printed evidence



University, Carleton, Hamling Macalaster and other Minnesota colleges. Its name is "Communist News Flashes" or something like that. Mr. Smith is a graduate of Hamline and is now a student at the university.

A girl who bore the name of Charlotte Anderson while she was at the university but is now married, is a friend of Ray Smith and helps on the paper. She is or was in the English department under Joseph Warren Beach.

We should have a complete file of this paper.

Query: How many Young Communists are there on the university campus? Answer: No more than sixty or seventy in all probability but there are many more fellow travelers.

Lester Breslow is a known Communist about thirty years of age. During his under-graduate years, was the brains of the Communist group on the campus and has just been appointed by the Board of Regents as one of the physicians in the Students Health Service.

Bob Harris, formerly one of the chairmen of the Students Forum, leaning toward Communism, is in the psychiatrist clinic and has just obtained his Ph.D.

Roselind Matusow was a definite Communist plant from New Jersey. She is now in the School of Nursing. She left the university after a couple of years and went out actively organizing for the Young Communist Party. She is back again at the University.

Get a Young Communist Handbook.

Get from the files of the Minnesota Daily a list of all Forum speakers during the past ten years and check the number of Communists.

Vince Dunne has been a speaker before the forum many times. Check the exact number of times, dates and occasions.

Nat Ross has been a speaker. Secure a biographical sketch of Mr. Ross. Check number of times, dates and occasions that he spoke.

Earl Browder has addressed the forum at least twice. Prepare complete data on these addresses.

Ben Lippencott of the Political Science department is a sponsor or advisor of the Marxists and probably is a Stalinite. Mr. Lippencott has been a speaker before the Communist group in downtown Minneapolis and was introduced by one of the Dunne brothers as "one of our warm friends." Get complete data about the meeting, why Mr. Lippencott was a speaker and why he was so introduced.

The Sociology Club is the Trotsky club. This club refused to give the Dean of Student Affairs the names of its members, only five names being given in answer to an official request and those five members constituted the club's officers.

Mrs. Hjalmar Petersen and Mrs. Malcolm Willey both are members of the Womens International League for Peace and Democracy.



A girl is president of the Forum. She is a friend of Esther Leah Medallie who is now a graduate student and has and enjoys the \$500 scholarship of Clara Ueland.

President Ford nominated Mr. Breslow and the Regents appointed him probably in June 1940.

Esther Leah Madellie represented the student body at the American Youth Congress.

Arthur or Archie Lester was an instructor in Sociology for a year but was not re-appointed. He is now an active organizer for the Communists and their party.



December 10, 1936

Dean E. E. Nicholson  
University of Minnesota  
Minneapolis, Minnesota

Dear Dean Nic:

It is time for me to start reciprocating for your courtesy in the Alexander Wollcott and other matters.

As you may have heard I have opened offices in Chicago and will be here a large part of the time from now on.

It was not possible to sit in with the Old Grads, called in by E. B. Pierce, to discuss the matter of appropriations. Since we both know the purpose and its probable result, attendance is unnecessary. In the present instance we will agree that the lowly politician has his uses.

Since my Senator and Representative are Farmer-Labor boys it is necessary for me to work on them and others through Farmer-Labor friends. In this Ernie Lundeen can be of much help.

If you should have any particular facts or information please have the material sent to me at 168 North Michigan, Chicago.

If in any other way I can be of some help to you or the University kindly write me here. John Lucey and I held a family reunion Sunday and he swelled around a lot about some kind of a memorial or obituary notice sent to him. That is all right. But don't think for a minute you can get away with any such rank discrimination as providing him with that splendid autographed photograph, when Mrs. Chase and I don't have any. It is favoritism of that kind which makes Reds out of us proletariat fellows.

Sincerely,

Ray P. Chase



11  
1/8/37

UNIVERSITY OF MINNESOTA  
MINNEAPOLIS

OFFICE OF DEAN OF STUDENT AFFAIRS

JANUARY 4, 1937

Mr. Ray P. Chase  
168 No. Michigan  
Chicago, Illinois

My dear Ray:

Thank you for your very nice letter of December tenth. I have been waiting to see how things were shaping up. To me the most vital thing in connection with the University at the present time is the appointment of the Regents. There will be four new Regents appointed this year. The basis of the appointments will be the important thing. If they are sound, substantial men, pledged merely to use their own judgment and do the best they can for the state and for the University, it is immaterial whether they are Farmer-Labor, Republican, or Democrat. But I very much fear that Floyd's policy is to be followed out, and that men are to be appointed who will be obligated to party interests. By that I mean that an attempt will be made to fill the University with Farmer-Labor people, making it a tool of the party instead of an independent educational institution of the state.

It is too early as yet, as I see it, to do much planning on the matter of appropriations. But I do feel that if there is any way in which we can bring influence to bear in the matter of appointment of Regents, it is exceedingly vital that we do so.

I do not know Ernest Lundeen. I knew his brother, Dave, quite well, but do not believe that I have ever met Ernest. Would it be possible, in your judgment, to use him in any way so that this matter of appointment of Regents might be controlled to some extent.

I am very sorry that you and Mrs. Chase are so much upset by my giving John Lucey a picture of myself. If I had had any idea that it meant so much to you (inference from your letter) I would have gladly sent you one.

I will keep as well posted on the situation here as I possibly can, and will contact you whenever I feel that there is some matter in which you can help. In fact I think you can help on all matters, but it would be unfair to call on you to put in your time on non-essentials.

With very best regards and best wishes for a happy and successful New Year for both you and Mrs. Chase, I am

Sincerely,

*Edward Nicholson*  
Edward E. Nicholson  
Dean of Student Affairs

EEN:DH

January 13, 1937

Dean Edward E. Nicholson  
University of Minnesota  
Minneapolis, Minnesota

Dear Dean:

If you are not careful you and Glenn Frank will find yourselves heading a conservative ticket in the coming campaign. Compared with you two the rest of us are all amateurs in politics.

Ernie and Dave Lundeen are both friends of mine. I think Ernie can help us and I can talk to him. If it is your wish that I do so please let me have the necessary information as soon as it is available.

You show a reprehensible spirit of evasion about that photograph. What we want is the picture and not an explanation of why it is not sent.

Last week my attention was attracted to a radio broadcast made during or about March, 1936, by the ~~psychological~~ department of the University of Minnesota. Among the speakers was one of very radical ideas. If it is at all possible to get these I would like copies of the speeches made at the broadcast and particularly I would like a copy of the address made by this radical student.

Sincerely,

Ray P. Chase.



February 13, 1937

Dean E. E. Nicholson  
University of Minnesota  
Minneapolis, Minnesota

Dear Dean:

Yesterday and the day before I had several extended visits with my friends in the United States Senate and have laid the foundation as per our discussion.

Sincerely,

Ray P. Chase

## **Executive Summary of the Case to Revoke the Name of Nicholson Hall**

Our case to remove Edward Nicholson's name from a University of Minnesota building consists of four sections. Each demonstrates that he deliberately subverted the University's mission and guiding principles as currently stated, which the Board of Regents identified as grounds for revocation of a name on a University of Minnesota building. The four sections are:

- 1. Nicholson repeatedly controlled and often suppressed the open exchange of ideas on campus that as Dean of Student Affairs he was obligated to protect.**
- 2. Nicholson created a secret political surveillance system at the university and covertly shared information about students and faculty.**
- 3. Nicholson brought disrepute to the University by using his stature as a highly visible University administrator to advance partisan political ends outside the University.**
- 4. Nicholson, while serving as a dean, sought to influence the selection of Regents for his own political ends, a gross conflict of interest and duty as a neutral University administrator.**

### **Evidence, Sources, and Rationale**

Our case for removing Nicholson's name from a university building is based on research undertaken from 2016 to 2023 that draws on dozens of sources: the University archives of the University of Minnesota, the archives of the Minnesota Historical Society, FBI records that name Nicholson as a source, the Minnesota Daily, the Minnesota press, including the Black and Jewish local presses, and highly regarded scholarly works on American and Minnesota history. Much of what we learned about Nicholson was not found in the papers of the Dean of Student Affairs at the University of Minnesota archives. Rather, the papers of Ray Chase at the Minnesota Historical Society held essential information about Nicholson, including not only correspondence between Chase and Nicholson but also dozens of internal University of Minnesota documents that could only have been sent by Nicholson to Chase.

Although, as is to be expected, there is a public record of students who appreciated Nicholson as dean, the voices of those he disciplined and constrained are far more difficult to find, as are private perceptions of him by his peers. However, confidential memos by his colleagues tell an important and different story about his tenure as dean, as do sources such as the Minnesota Daily and the Minneapolis press. For much of the 1930s, many student activists spent some or all of their periods of study in conflict with the very person who should have supported their commitments to racial equality and open and active debate about the major economic and global issues of their era. They belonged to organizations as diverse as the YMCA/YWCA, All-University Council, the Minnesota Daily, Executive Committee of the Boycott Berlin Olympics, and student activist groups such as the American Students Union, the Social Problems Club, and the National Students League, among many others. We have discovered examples of their deep frustration outside of traditional archives of university documents.

We call for the removal of Edward Nicholson's name because we support the University of Minnesota's commitment to honor those whose behavior is consistent with the University's mission and guiding principles, maintain the integrity of the University and enhance its reputation, upholding thereby the high principles of our state and university. We likewise support the University of Minnesota's commitment to revoke any naming inconsistent with these values. As scholars of Jewish Studies as well as other fields, we share a deep commitment to recognizing and analyzing the immense cost to religious and racial minorities at the hands of those in power in societies that have oppressed them. Some of our scholarship and teaching focuses on leftist and progressive movements, ideas and activism that are a powerful strand in modern Jewish history and were openly and unrelentingly attacked by Edward Nicholson. We are all too aware of what happened to Jews, minorities, and political dissenters throughout the world when state and institutional power was used against them and their allies. We are also attuned to the social and political conditions under which civic life flourishes and has been most successful in assuring the rights of religious and racial minorities.

The University of Minnesota has committed itself to educate for and foster a democratic and pluralist civil society committed to the very openness that Edward Nicholson worked assiduously to undermine.

For these reasons, we submit this call to remove Edward Nicholson's name from a University building.

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.	Sentiment	Summaries	Summary Examples
3/1/2024 12:04:22	Do not revoke it.	Oppose removal	<p>Individuals who <b>support</b> the revocation of Nicholson's name do so due to analyzing the provided research materials, the belief that this practice benefits DEI efforts, and the optics surrounding housing Jewish Studies in a building of someone accused of antisemitism.</p>	<p><b>Research materials:</b> The name of Nicholson Hall should be revoked. The faculty committee has put together serious and compelling evidence showing that Edward Nicholson subverted the University's mission and guiding principles as currently stated. His practices did not and do not maintain the integrity of the university or enhance its reputation.</p> <p><b>Research materials:</b> The proposal clearly outlines the importance of revoking the name of Nicholson Hall. Dean Nicholson's actions are inconsistent with the university's mission and values. I fully support the proposal to revoke this name.</p> <p><b>DEI efforts:</b> Edward E. Nicholson's conduct (e.g., spying on students and faculty, perpetuating antisemitic narratives, attempts to control political dialogue, etc.) had no place in higher education in the early 1900's and there is certainly no place for it now. The University has changed to create more inclusive and equitable space for all to pursue an education. The memorialization of a person that actively fought those values is appropriate and contradictory to the work the university has done for DEI. He can be remembered, but should not hold a place of honor.</p> <p><b>Jewish Studies:</b> The University of Minnesota has committed itself to educate for and foster a democratic and pluralist civil society committed to the very openness that Edward Nicholson worked assiduously to undermine. The actions of Dean Nicholson run counter to the mission and the values of the University and its duties to the citizens of this state. I teach in Nicholson Hall; my department has its home in this building; my office is in this building. That forced connection to a building named after someone whose values and actions were so inimical to my discipline, to my academic values, and to the state, makes me terribly uncomfortable. I strongly support revocation of the name of the building in order to send a message of justice and commitment to integrity.</p> <p><b>Jewish Studies:</b> As a student double-majoring in History and Jewish Studies, I find the name of Dean Nicholson being given to a campus building extremely troubling. Since starting here at the University, projects like A Campus Divided have exposed me to the disgraceful conduct Dean Nicholson engaged in during his time on the University staff. Breakdowns in security of student speech and experience under his leadership and by his own hand would be unacceptable on our campus today and should be taken into account when making the decision on renaming Nicholson Hall. Additionally, the racism, antisemitism, and prejudices against certain student groups and political affiliations that dictated many of Dean Nicholson's actions and policies while he was in office should serve as precedent for the removal of his name from Nicholson Hall. Nicholson Hall represents offices of student support, various religious and cultural studies, and the Center for Jewish Studies; a department with a staff and mission very important to me. A building that represents safe spaces for so many students of different backgrounds should not be represented by the name of an administrator who used his power to stand against many of these groups. I urge the committees engaged with this decision, and the Board of Regents itself to take this valuable opportunity to enact meaningful change by revoking the name Nicholson Hall. Time and again, renaming efforts have stalled within their processes: I hope decisionmakers will let this push to rename Nicholson Hall stand as a success in the larger effort to rename buildings across the University's campuses.</p>



Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/1/2024 12:04:43	I support this proposal to revoke the name of Nicholson Hall!	Support removal	Individuals who <b>oppose</b> the revocation of Nicholson's name do so due to the financial aspect of a building name change, the belief that what's done in the past should stay in the past, and not having the ability to read the "defendant's" side.	<p><b>Financial aspect:</b> "Please do not change the name of Nicholson Hall. Money spent to address and institute such change is not to the taxpayers benefit and does nothing to improve education offered by the university. Embrace history, teach history and protect the well-intentions of our ancestors. Thank you."</p> <p><b>"Defendant's" side, leave the past in the past:</b> I am making a public response to this proposal of renaming of Nicholson Hall on behalf of the Nicholson family . ( my Late husband M Edward Nicholson was the Dean's grandson )</p> <p>The period of time the Dean was with the University in Leadership was a very dark time in history of the United States and Minneapolis in particular. With using the current Lense he is portrayed as an evil man .You supposedly hundreds of pages of material which I have no way to fact check but I don't excuse his mistakes .</p> <p>i want to present the other side of the Dean. He committed over 40 years to the University both as an instructor and later as dean of student affairs retiring in 1941. He died in 1949 so quite certainly no one currently at the University is alive to say what it was to work with him.</p> <p>To his credit he helped start the General College to help underprepared students . That helped probably thousands of minorities -- black Jewish and women students actually attend the University whereas they wouldn't have been qualified for admission A fact he was very proud of !!! That later morphed . into the Community college system</p> <p>Enough say : You are going to do what you are going to do but our question.is Why only Nicholson Hall . Why not Coffman in particular and the other named buildings .Just put numbers addresses on the buildings . No one is perfect enough to get a building named after them.</p> <p><b>Leave the past in the past:</b> Poor Nicholson is gone and cannot defend himself against these allegations. He has no personal advocate. Very few from that time period remain alive today. The presumption of innocence should adhere to the decedent. The decision to honor him was made in the past and it seems improper to revoke this honor bestowed so long ago. Let him rest in peace.</p> <p><b>"Defendant's" side:</b> We don't think a rename is necessary. Hardly any student on campus has any knowledge of Mr. Nicholson'a past, and based on the request form we found it difficult to determine whether the things he presumably did or the evidence related trustworthy.</p>
3/1/2024 12:05:44	Just leave it!	Oppose removal	<b>Other</b> indicates individuals who provided more neutral responses/musings about the practice of name changes, only provided alternative names, or were not on topic.	
3/1/2024 12:06:27	The name should absolutely be revoked. Given the disgraceful history of Nicholson's actions and policies, we as a university should not celebrate or honor his contributions by continuing to name a building after him.	Support removal		
3/1/2024 12:06:33	I believe that Nicholson Hall should be re-named, given the information contained within the revocation request. Dean Nicholson's history of suppressing student speech, using his influence in improper ways to influence grand juries and the selection of Regents, reflects poorly on the University. It would, in my opinion, be appropriate to re-name Nicholson Hall to honor an individual whose lived values reflect those of the University at its best: a curious-minded research institution that respects its diverse community.	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/1/2024 12:06:33	I am unsure why this building has been requested to be renamed, but it seems odd that we should not keep the name to remember the past and continue to learn from it and do better. Those who do not remember the past are doomed to repeat it. Even if the name brings pain to some, can we not look in other ways to bring these same people hope and spirit in another way?	Oppose removal		
3/1/2024 12:07:04	I support the name change.	Support removal		
3/1/2024 12:07:33	This is a good idea. Nicholson was an awful man who does not deserve anything named after him. He was an antisemite, a racist, and willingly surveilled students to put them in harms way if they were not white, cis, and Christian. He does not embody the supposed message of diversity and togetherness the U loves to parrot. Keeping the names of building like Nicholson, Coffman, and others who were involved in hateful activity both before and during their tenures on campus.	Support removal		
3/1/2024 12:07:34	Antisemitism has no place in our campus! Let's rename it for someone who truly honours the University.	Support removal		
3/1/2024 12:07:42	How about we just rename the school University of Woke-esota?	Other		
3/1/2024 12:08:00	in favor of revoking	Support removal		
3/1/2024 12:08:20	This is so stupid - no reasoning was given, no one even knows what the issue behind Nicholson is - ultimate irrelevancy and waste of tuition money !!!!	Other		
3/1/2024 12:08:26	Based on the submitted materials, it seems right and just to rename Nichols Hall. I am in agreement with the revocation.	Support removal		
3/1/2024 12:08:45	I'm fine with the name.	Support removal		
3/1/2024 12:09:17	I would support a change to the name based on the report findings.	Support removal		
3/1/2024 12:09:38	Being that he was a racist, anti-semitic snitch, Nicholson does not deserve a building named after him.	Support removal		
3/1/2024 12:09:44	Please revoke this name. Nicholson was a horrible person who actively opposed the first amendment rights of students. He is not a part of UMN's history that should be celebrated.	Support removal		
3/1/2024 12:09:46	It would be beneficial for the public to see the reasons or rationale offered by those who submitted the request for renaming. In the absence of that information in this context, the results of this public comment period will be highly suspect.	Other		
3/1/2024 12:10:12	I am in favor of revoking the name of Nicholson Hall. I did not know anything about him but after reading the report I feel strongly that we should not honor him by having a building named after him.	Support removal		
3/1/2024 12:10:17	This guy seems really terrible and as a staff member of the University of Minnesota I would like to add my name to the list of people who want his name removed from the building.	Support removal		
3/1/2024 12:10:34	The name should be revoked. If we as a University pride ourselves on inclusion, progress, and innovation, we should not be afraid of change, and keeping this name does not align with any of the University's values. We should not celebrate people who perpetuated racism and political suppression.	Support removal		
3/1/2024 12:11:13	Nicholson egregiously violated several University values; by continuing to memorialize him, we only undermine our own efforts to make the University of Minnesota a better and more moral place.	Support removal		
3/1/2024 12:20:12	We don't think a rename is necessary. Hardly any student on campus has any knowledge of Mr. Nicholson's past, and based on the request form we found it difficult to determine whether the things he presumably did or the evidence related trustworthy.	Oppose removal		
3/1/2024 12:13:07	That hall should never have been named after someone who silenced the voices of the university's students anyways. The U has always supposedly supported our intellectual rights as students and citizens, and if it does, you will revoke the name.	Support removal		
3/1/2024 12:14:06	Can u rename it to John Cina Hall or Thanos Hall. Thanks	Other		
3/1/2024 12:14:07	I agree with the proposal to revoke the name of Nicholson Hall. The evidence presented supports the name removal due to this individual using his position in ways that did not align with the U of MN mission and that also directly opposed inclusion, equity, diversity, and belonging among the ENTIRE University community.	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/1/2024 12:14:27	I strongly agree with the proposal. As a Jewish person who works in Nicholson Hall, and as someone who supports student activists, I would prefer that my workplace not honor Edward Nicholson.	Support removal		
3/1/2024 12:14:53	Revoke the name of Nicholson Hall!	Support removal		
3/1/2024 12:14:53	Keep the name. Also, if you think that building names are a pressing problem that deserves leadership attention - I can easily suggest more important issues. To name one, a low pay for graduate students and postdoctoral associates and fellows.	Oppose removal		
3/1/2024 12:15:05	Definitely seems like an asshole. Especially the spy network and violating privacy and sending student information to a third party. Change the name.	Support removal		
3/1/2024 12:15:22	Dean Nicholson does not seem like someone we want to honor by keeping his name around in such an esteem placed. The reasoning laid out in the proposed material is solid and I would personally recommend and wish to see the name of Nicholson Hall revoked.	Support removal		
3/1/2024 12:15:33	No building needs to be named after a white man.	Support removal		
3/1/2024 12:16:02	I would encourage the university to commit to inclusion and community by naming buildings more generally, rather than after an individual.	Other		
3/1/2024 12:16:08	Please name it Wittrig Hall after the famous chemist Michael Wittrig who invented the biphenyl. Thank you.	Other		
3/1/2024 12:16:17	Please name this after the famous chemist Michael Wittrig who invented the biphenyl column. Thank you	Other		
3/1/2024 12:16:38	<p>The building that houses our Center for Jewish Studies is named after a man who aligned himself with antisemites. Edward E. Nicholson — the namesake of Nicholson Hall — used his power as dean to surveil students and relay his findings back to Republican operative Ray P. Chase. Chase shamelessly used antisemitic insults against liberal politicians in Minnesota and built on long-standing ties between antisemitism and anti-communism to create a false hysteria about “Jewish Communists” from the east coast infiltrating Minnesota politics. Nicholson partnered with Chase to conduct political surveillance on leftist students, sometimes highlighting when said students were Jewish. Knowing this, Nicholson Hall’s name is wildly inappropriate.</p> <p>I believe that Nicholson Hall should be renamed to Honeycrisp Hall, after the creation of the Honeycrisp apple at the University of Minnesota</p>	Support removal		
3/1/2024 12:17:00	I support the proposal to revoke the name of Nicholson Hall.	Support removal		
3/1/2024 12:17:00	I appreciate the AUHC committee sharing this request with the larger University community. I skimmed through the revocation requests and related exhibits and I agree with the request to remove the Nicholson name from Hall building. I think the related exhibits demonstrate actions and thoughts that rival the University’s mission and purpose of intellectual openness and educational equality.	Support removal		
3/1/2024 12:17:07	In addition to removing Nicholson who cooperated with antisemites, revoke coffman’s name who was an antisemite, revoke all current antisemitic organizations including SJP and JVP who have both called for genocide of Jews, and start addressing antisemitic posters and stickers being posted around campus to intimidate Jewish students!!! Maybe focus your efforts on modern antisemitism, and not just the historical antisemites!	Support removal		
3/1/2024 12:17:46	<p>The building that houses our Center for Jewish Studies is named after a man who aligned himself with antisemites. Edward E. Nicholson — the former dean of student affairs and namesake of Nicholson Hall — used his power as dean to surveil students and relay his findings back to Republican operative Ray P. Chase. Chase shamelessly used antisemitic insults against liberal politicians in Minnesota and built on long-standing ties between antisemitism and anti-communism to create a false hysteria about “Jewish Communists” from the east coast infiltrating Minnesota politics. Nicholson partnered with Chase to conduct political surveillance on leftist students, sometimes highlighting when said students were Jewish. (<a href="https://mndaily.com/276084/opinion/opinion-nicholson-hall-needs-to-be-renamed/">https://mndaily.com/276084/opinion/opinion-nicholson-hall-needs-to-be-renamed/</a>)</p> <p>The building does not promote inclusion, equity, and diversity. It must be renamed.</p>	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.	Sentiment	Summaries	Summary Examples
3/1/2024 12:17:58	A name change is only a name change. The purpose of doing this is to raise the awareness of the uneasy history behind the name, which a change will not bring. This action should be accompanied by additional measures, not limited to the installation of a board to explain what happened to the name, and why it needs a change	Other		
3/1/2024 12:19:15	I do not think the name of Nicholson Hall needs to be changed.	Oppose removal		
3/1/2024 12:19:25	I am in total agreement that Dean Nicholson's actions throughout his time with the University we're absolutely against the values and purposes of the University at large, and continuing to honor his legacy is in direct conflict with the University's commitment to fostering an open, inclusive community of scholars.	Support removal		
3/1/2024 12:19:36	Edward E. Nicholson's conduct (e.g., spying on students and faculty, perpetuating antisemitic narratives, attempts to control political dialogue, etc.) had no place in higher education in the early 1900's and there is certainly no place for it now. The University has changed to create more inclusive and equitable space for all to pursue an education. The memorialization of a person that actively fought those values is appropriate and contradictory to the work the university has done for DEI. He can be remembered, but should not hold a place of honor.	Support removal		
3/1/2024 12:21:01	I agree with revoking the name of Nicholson Hall. I appreciate learning about his historical role, and surely we could choose the name of a more enlightened person for an enlightened, world-class institution.	Support removal		
3/1/2024 12:21:27	Get his name off that building!	Support removal		
3/1/2024 12:21:33	I support the name revocation and renaming if the case presented is deemed to be accurate.	Support removal		
3/1/2024 12:21:45	I think the building should be renamed. Jewish studies should not exist in a building named for an antisemite.	Support removal		
3/1/2024 12:21:46	The antisemitic actions of Edward Nicholson should not be honored on this campus. Names hold power, and having to learn about Jewish heritage in a building named after a known anti-semitic degrades the integrity of this institution and completely undermines the university's diversity, equity, and inclusion initiatives. Failure to bring action on this topic will only deepen the distrust between our Jewish community and the university's leaders.	Support removal		
3/1/2024 12:22:15	Obviously just rename the building.	Support removal		
3/1/2024 12:22:25	Edward Nicholson's abhorrent behavior is unacceptable by any institution that strives to be inclusive and is sufficient justification for the removal of his name from the building. If there is appetite to have an exhibit to remark on his time with UMN within the building for historical & educational purposes, I believe this would be acceptable insofar as such exhibit does not memorialize or glorify him. Regardless, his name should be removed from the building.	Support removal		
3/1/2024 12:22:42	Keep the name. This personally feels like the whole Coffman fiasco and the action of trying to change the name is just extra in my opinion, why not focus on the issues that actually effect students and their livelihoods? I say this as a hmong person of color and a first gen student.	Oppose removal		
3/1/2024 12:22:57	The evidence is clear, the name Nicholson Hall should be revoked and changed to reflect an individual who properly reflects the University's mission and values.	Support removal		
3/1/2024 12:24:18	As both an alumnus and a current staff member of the University of Minnesota, I am writing to express my support for the renaming of Nicholson Hall. During his tenure, Dean Nicholson was extensively involved in anti-democratic and anti-semitic activities, surveillance on campus, and collaborating with external entities to suppress and punish student and faculty activists for political beliefs. His discriminatory actions against Jewish students and faculty members transcend any context and cannot be dismissed as mere "presentism," a term critics have previously leveraged to contest renaming initiatives at the U and across the country. Anti-semitism has always been wrong. Renaming Nicholson Hall would not erase our history but demonstrate our commitment to learning from it. We should make a clear statement that our university stands against anti-Semitism, racism, and discrimination. Peter Grund	Support removal		



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3/1/2024 12:24:22	who cares lol stop making things inconvenient for everyone else	Other		
3/1/2024 12:25:21	I am in support of the proposal to revoke the name of Nicholson hall based on the argument provided	Support removal		
3/1/2024 12:25:23	I support the request to remove Nicholson's name from a University building given his disturbing history of repressing student activism and providing information to outside parties.	Support removal		
3/1/2024 12:25:53	Nicholson Hall should receive a name change. Naming a hall after a dean who aligns with antisemitism is not acceptable and should be rethought.	Support removal		
3/1/2024 12:26:01	Forget it. This seems to come from two or three people that want to feel important and have nothing else to do. Surely Nicolson was no saint, but the kind of thing described (trying to control student organizations and their ideology) has gone on since Universities were started and, even more important, it goes on right now.  In general, before any such measure is taken, competent people should be appointed and examine the whole record (e.g. Nicolson) of the person and dig out the good things that he might have done.	Oppose removal		
3/1/2024 12:26:33	I agree that this name change should be conducted given the beliefs of the person it is named after and those who utilize the space. In addition - SEVERAL buildings and lots should be considered in the same manner of renaming due to the historical ties to those who paved the way to create this University upon stealing land from the Indigenous communities and perpetuating false language association in the naming of Ski-U-Mah lot and the usage of that phrase throughout campus/events. More research and consideration needs to be done within this department in regards to the names we are still utilizing.	Support removal		
3/1/2024 12:29:58	I fully and forcefully support the name change of Nicholson Hall so as to rid the campus of one (of many) buildings named after a racist	Support removal		
3/1/2024 12:30:38	Yes, it appears it is time to change the name of the Hall. Perhaps we could pick someone that is at the opposite end of the continuum from Nicholson. I would recommend, for example, an Indigenous woman or African American man, or someone who has been instrumental in moving the education compass needle in the right direction for students and staff alike.	Support removal		
3/1/2024 12:31:51	I do not think we should have been forced to give our email addressed. I have read through the documents presented on this topic and do find Nicholson to be a problematic figure who violated deeply held American, MN and U of M values I am pro- renaming. But I would also like to add that we need to stop naming buildings after people entirely. An administrator should not just be given a building because he served, we do not seem to care if they served well or not. Humans will always be problematic from someone's perspective. I am also sick of seeing every building on campus only name for powerful white men. Do we even have one building on campus named for a woman? BIPOC person? No we do not because of all the other inequities that still exist. Why not start naming buildings at the U after our state landmarks? Few could ever find fault with Boundary Waters Hall or Great Lakes Union or Mississippi River etc. This would not only end all the fighting about who is fit to have such and honor, but it would bring our attention to the things that are mattering more and more a time goes on, the preservation of our natural state wonders. Since we cannot seem to provide equity in who gets to have the honor of a named building, ie White Men only, then I think we need to find a way to honor more important aspects of our state that will survive long after all of us are gone.	Support removal		
3/1/2024 12:32:42	After reading the document detailing the unethical, immoral, and outright illegal actions of Dean Nicholson, I am strongly in favor of revoking his name from this building.	Support removal		
3/1/2024 12:32:43	I was horrified to read the proposal and see everything that Dean Nicholson did during his time here. I am embarrassed that he has a building named after him and think that the University should feel the same sense of shame for honoring such a person.	Other		
3/1/2024 12:35:10	If you do rename the building, don't give it another human's name...choose a bird, plant, rock, or anything that won't offend in 100 years.	Other		
3/1/2024 12:35:30	Edward E. Nicholson was a proud antisemite and supporting the name of "Nicholson Hall" may promote the antisemitism on campus, and making Jewish students on campus feel unsafe and discriminated against.	Other		

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3/1/2024 12:35:46	I believe it is important to change the name of this building due to the racist history of Dean Nicholson and the current cultural climate. It is time the University recognizes the harm done by historically celebrated members of the University.	Support removal		
3/1/2024 12:36:37	<p>The building that houses our Center for Jewish Studies is named after a man who aligned himself with antisemites. Edward E. Nicholson — the namesake of Nicholson Hall — used his power as dean to surveil students and relay his findings back to Republican operative Ray P. Chase. Chase shamelessly used antisemitic insults against liberal politicians in Minnesota and built on long-standing ties between antisemitism and anti-communism to create a false hysteria about "Jewish Communists" from the east coast infiltrating Minnesota politics. Nicholson partnered with Chase to conduct political surveillance on leftist students, sometimes highlighting when said students were Jewish. Knowing this, Nicholson Hall's name is wildly inappropriate.</p> <p>I believe that Nicholson Hall should be renamed to a name of a person/something that is important to the Jewish community. The Jewish community should be consulted and instrumental in the decision making process.</p>	Support removal		
3/1/2024 12:37:17	This is pointless and a waste of time. Scratch the proposal immediately. This is embarrassing.	Oppose removal		
3/1/2024 12:38:42	This work and research looks solid and I agree with their sentiments. Though we can still acknowledge that Nicholson contributed to the University (I don't believe in total erasure, regardless of a person's actions), perhaps a smaller or less public statue or plaque would be suited to Nicholson's name. I support the changing of Nicholson Hall's name.	Support removal		
3/1/2024 12:39:00	I don't see the point in this change and it seems like a worthless waste of time. There is no controversy around this building name that me or anybody I know, knows.	Oppose removal		
3/1/2024 12:42:24	The proposal clearly outlines the importance of revoking the name of Nicholson Hall. Dean Nicholson's actions are inconsistent with the university's mission and values. I fully support the proposal to revoke this name.	Support removal		
3/1/2024 12:44:28	Stop naming things and places after people tied to financial contributions. Stop naming inanimate objects and concepts after people and corporations in general. It sounds so tacky. Especially with the University's initiative to acknowledge land grant status. Let us move on into the next era where spaces belong to the public and are not tied to capitalist interests.	Other		
3/1/2024 12:45:01	<p>I support revoking names of buildings that are connected to people who have a less than stellar history.</p> <p>I think placing a permanent plaque in entry that explains why a building name is changed is important. We cannot move forward by trying to only erase the past. We need the history of why it was changed to show how far we have come or at least to show what we are trying to accomplish.</p> <p>I personally do not frequent the building and I am not part of the historically targeted community and I am by no means young. I note this because many people my age say "What's the big deal?". I'm commenting because I want everyone to feel they are welcome here and heard when things are not right.</p> <p>This may also be a time to consider choosing building names that do not honor a specific person so we don't have this situation again in the future. If a named building is connected with a financial contribution by a person and they would only contribute if their name is over the door then maybe we need to rethink taking money from someone with that attitude.</p> <p>Thank you for taking comments.</p>	Support removal		
3/1/2024 12:45:25	About time!!! Revoke the names of other buildings with horrible histories as well!	Support removal		
3/1/2024 12:45:49	Change Coffman too!	Support removal		

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3/1/2024 12:46:14	<p>I believe examining history thoroughly and with a discerning mind is a laudable goal. Our discernment should inform our modern day decision making. With that said, what precedent does it set when someone who dedicated his life to something can have his legacy wiped away for holding wrong beliefs that were normalized in that day? Let me be clear: Edward Nicholson held some beliefs that were racist and antisemitism. These led to some practices that were downright un-American, like spying.</p> <p>However, we cannot underestimate the threat of Communism back in his day. We in 2024 who are privileged not to live with the threat of World War III every moment would do well to eat our humble pie and remember strange times shape strange decisions. Nicholson was no Hitler, Stalin, or Bull Connor. With several key leadership errors to be sure, he faithfully served students and the UMN from 1917-1941 and was beloved by many.</p> <p>Reading our modern precepts over nuanced realities from the past does no one any good. Should Prime Minister Trudeau of Canada be instantly vacated from office in Canada for repeated immature moments dressing in blackface? Should we cease to celebrate the ending of WWII since it required the tragic but necessary bombing of Nagasaki and Hiroshima to send a message the Japanese Empire could hear? Should we stop celebrating MLK for his sexual scandals? Should we uproot the legacy of her majesty, Queen Elizabeth II, since she oversaw a period of British colonialism?</p> <p>When it comes to recognizing the flaws in our heroes, we do not have to look hard or long. Jefferson wrote the greatest declaration of human freedom and agency in the Declaration of Independence while owning slaves. However, this document set the trajectory for a nation that has addressed and solved specific racial issues always because of—rather in spite of—the American Constitution and the Spirit it embodies.</p> <p>As a final question, if this renaming comes from a place of humble academic inquiry, perhaps we should first channel that spirit of humility critically against ourselves. How many in the future will seek to remove our names from buildings because we drove around little metal boxes that poured poison into the atmosphere? The thoughtful chair of a department or Regent does not intend to do wrong, yet our times shape us in nuanced ways. Do we have no space for nuance? The well-intentioned donor should not have their name stripped 50 years from now for being an innocent product of their times.</p> <p>In our day and age, we do not like to have nuance with people who were shaped by their times when it comes to racial prejudice. We create this unrealistic and unhelpful binary of heroes we celebrate for their unprejudiced slate and all the other villains, whether an ignorant ranch hand or Bull Connor himself. I believe a plaque recognizing the damage of Nicholson's malformed beliefs/practices could be placed inside the hall to provide nuance. However, I believe preserving his name on the hall—and Coffman's on Coffman Union for that matter—demonstrates an academic spirit of humility that seeks, despite bad beliefs that are products of our time, to celebrate the truest hero inside each of us.</p>	Oppose removal		
3/1/2024 12:46:38	<p>Revoke the name of Nicholson Hall. With much gratitude and appreciation to the scholars (Present and Past Directors of the Center for Jewish Studies) for their thoughtful, thorough and conclusive case, as a staff person and alumnus of the University of Minnesota, I fully encourage and endorse the swift Revocation of the name of Nicholson Hall. Further, I encourage less-specific naming of buildings in the future. Perhaps Nicholson Hall could be renamed based on typical functions occurring there, or, in this case, as a balancing measure, the name of a clear champion or advocate for openness and transparency in University of Minnesota administrative functions, past or present, could be the source of the next name for the building.</p>	Support removal		

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3/1/2024 12:46:55	<p>A 48 page report from a self importance declaring group that they disagree with the almost 100 year old "politics" of a dude.</p> <p>So somehow because of this a building that people walk by, not noticing because they are on their phones, has a name that allegedly rattles an average person to the core because someone had differing political beliefs in a culture at least two generations ago? No way.</p> <p>There are indeed terrible people in history but I would not validate the effort of these folks when their executive argument on this specific person is as such. Validating this simply agrees to compensate their time and position when that report is ultimately what they came up with. I'm disappointed that I even felt the need to spend time and type this.</p>	Other		
3/1/2024 12:47:43	The investigative report is thorough and damning; the racist and antisemitic beliefs and (more importantly) ACTIONS are painful to read. History should never be erased, but neither should bigots from the past be held in a place of honor. Having a university building named after you is absolutely an honor. It is not deserved. Renaming the building is absolutely needed. I would also argue for a permanent display acknowledging the past name, listing his actions, and the process for removing it from the building.	Support removal		
3/1/2024 12:48:33	I fully support this proposal. Legacy namings should be for people that reflect the best of us and Nicholson certainly does not deserve this honor. Even more importantly, the offices and programs housed there deserve a building that celebrates their areas of study, not named for someone who would have actively worked against their very efforts. This revocation is appropriate and necessary.	Support removal		
3/1/2024 12:49:12	Please remove this degenerates name from this building.	Support removal		
3/1/2024 12:49:41	<p>The names that we use to honor people are a direct reflection of the kind of institution the University of Minnesota aspires to be. There have been an incredible history of people that have worked and studied at UMN that align with the best of what UMN represents, so it is imperative that we take an active role in evaluating if the names of people we choose to honor reflects who we want to lift up as an example of the best of UMN.</p> <p>During his tenure as Dean of Student Affairs, Edward Nicholson actively surveilled/spied on students, breaching multiple boundaries of confidence and privacy, in order to discriminate against black and Jewish students. In fact, "former UMN history professor Hyman Berman wrote that Nicholson kept a list of what he considered "Jew agitators" and shared it with the FBI, the military and political activists." as reported by MPR. This anti-Semitic behavior was even more irreprehensible given the persecution of Jews by the NAZI regime that resulted in the holocaust during the time of Nicholson's tenure.</p> <p>This was highlighted by an MPR article that came out April 25, 2019, which highlighted the dubious past of Nicholson, as well as Lotus Delta Coffman, William Middlebrook, and Walter Coffey - all whom represent a dark and shameful history of pushing discriminatory and hateful practices as administrators at UMN. <a href="https://www.mprnews.org/story/2019/04/25/university-minnesota-building-renaming-racist-anti-semitic">https://www.mprnews.org/story/2019/04/25/university-minnesota-building-renaming-racist-anti-semitic</a></p> <p>Removing the names of the likes of Nicholson, Coffman, Middlebrook, and Coffey from the buildings of UMN represents the lowest of bars for the Board of Regents to step over, and it is shameful that this wasn't already done when this was first brought up to the Board in 2019. It is time for the UMN Board of Regents to stop protecting a legacy of hate.</p>	Support removal		
3/1/2024 12:50:05	I fully support the proposal to revoke the name of Nicholson Hall and rename it after someone or something deserving.	Support removal		
3/1/2024 12:50:10	Anti-semitism is not to be accepted and student speech should not be oppressed. I believe that this building should be in the works of being renamed, potentially giving the controversy surrounding it's current name. Other Minnesota lands and buildings have been renamed to reflect a state has always stood for diversity and free speech; not to mention progress and acceptance of the student body.	Support removal		
3/1/2024 12:52:45	Remove it. It's a painful part of UMN history that should be recognized, but not glorified or honored.	Support removal		



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3/1/2024 12:52:49	Nicholson Hall be renamed because he was an anti-Semite and a spy. This conversation has been happening for years. I expect our Board of Regents takes racism seriously and that we have a NO TOLERANCE policy regarding discrimination. The fact that this name persists tells all of us that the Regents support discrimination.	Support removal		
3/1/2024 12:53:04	Rename it. Those reasons for the revocation are more than sufficient for the view that the University would desire to have.	Support removal		
3/1/2024 12:54:11	I support the proposed Nicholson Hall name revocation 100%.	Support removal		
3/1/2024 12:54:45	I think this research is very one-sided. What did Nicholson do well? Why <u>should</u> he remain the building's namesake? You need to give the counter-arguments so people can properly analyze this proposal. There are definitely reasons to leave the name of the hall alone. By looking at both for and against, people can make the right decision, which is not always your preferred decision, but works the best.	Other		
3/1/2024 12:55:54	I wholeheartedly support revoking the name Nicholson Hall as well as Coffman Student Union. There are plenty of other people that had a positive impact on the University of Minnesota that deserve the honor over Edward Nicholson and Lotus Coffman. Renaming can be done successfully: see Huntington Bank Stadium from TCF, Robert H. Bruininks Hall from Science Teaching and Student Services, and Bde Maka Ska from Lake Calhoun.	Support removal		
3/1/2024 12:58:25	<p>The University of Minnesota has committed itself to educate for and foster a democratic and pluralist civil society committed to the very openness that Edward Nicholson worked assiduously to undermine. The actions of Dean Nicholson run counter to the mission and the values of the University and its duties to the citizens of this state. I teach in Nicholson Hall;; my department has its home in this building; my office is in this building. That forced connection to a building named after someone whose values and actions were so inimical to my discipline, to my academic values, and to the state, makes me terribly uncomfortable. I strongly support revocation of the name of the building in order to send a message of justice and commitment to integrity.</p> <p>Bernard M. Levinson   University of Minnesota            Berman Family Chair of Jewish Studies and Hebrew Bible            Department of Classical &amp; Near Eastern Religions &amp; Cultures            Affiliated Professor of Law  <a href="http://levinson.umn.edu/">http://levinson.umn.edu/</a>            612-625-4323; levinson@umn.edu</p>	Support removal		
3/1/2024 12:58:35	I agree with the proposal and believe Nicholson's name should be revoked.	Support removal		
3/1/2024 13:00:39	I highly support the decision to revoke the name of Nicholson Hall. Nicholson's behavior as dean appears to be well outside of the norms we try to set for our community members. Additionally, the bare minimum standard for a building housing the Center for Jewish studies should be that it is not named after someone who was antisemitic.	Support removal		
3/1/2024 13:00:50	I remember a consideration a handful of years ago to rename Nicholson Hall and a few others, and the decision was made at that time not to rename. However, I am not sure whether the evidence currently provided in this year's formal petition had been presented at that time. If it had been, I cannot think why we would have decided against renaming Nicholson Hall. Reading this evidence and Dean Nicholson's own words and actions that are full of racist, antisemitic, and antidemocratic sentiments and courses of action, I am fully in favor of stripping his name from our building. The fact that we house the Department of Jewish Studies in a building named for an avowed antisemite is an oversight that I can't believe we missed last time. My hope is not only that Nicholson's name be removed, but that it be renamed for someone who, conversely, embodies University values when it comes to the departments housed in this building (Jewish Studies, Religion, ESL, etc.). I am glad this petition revisits this consideration, because it is very thorough and persuasive. I am sorry I missed this before.	Support removal		

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3/1/2024 13:01:09	Completely unnecessary and a waste of university resources over the name of a building. There are a lot more important things to spend time on by the leadership.	Oppose removal		
3/1/2024 13:01:31	I have reviewed the revocation request and, as a University graduate student and employee, I strongly support this request to revoke the name of Nicholson Hall. The discriminatory actions of former Dean Nicholson are reprehensible and his memory should not be revered by having his name on a campus building.	Support removal		
3/1/2024 13:02:04	name it Koppelman Hall, I hear he was very famous student at the U who went on to do incredible world changing things.	Other		
3/1/2024 13:03:08	The name of Nicholson Hall should not be revoked. We do not name buildings to honor individuals nor to anoint them as being without fault. Rather we include their names to acknowledge that they are part of our history. It is important to remind ourselves of our past whether it is good or ill. The information submitted in the revocation notice indicates that Nicholson had faults and those faults had negative consequences for others and our community as a whole. This is a good thing to be reminded of. Attempting to remove him from our history will do much for our self esteem but very little for our understanding. What is worse, removing a name does not remove any problems, it just makes them more hidden and therefore harder to address.	Oppose removal		
3/1/2024 13:04:29	The rise in antisemitism across colleges campuses has threatened the safety and success of Jewish students in the United States. As a Jewish student, I felt disheartened reading the GWSS Faculty Statement on Palestine. Zionism has been conflated with "genocide" of Palestinian people; a term that has been misused to push an antisemitic agenda. I do not feel safe sharing my identity with my peers or professors at the University of Minnesota. In the current political climate, we must eliminate underlying antisemitic and Islamophobic ideologies to protect the well-being of students affected by the Israel-Hamas war. The revocation of the name of Nicholson Hall is an imperative step to remove this foundational prejudice at the University of Minnesota. This is not only necessary to protect the well-being of Jewish students, but also the belonging of all students who have marginalized identities and to support cross-cultural collaboration. I unequivocally support revoking the name of Nicholson Hall.	Support removal		
3/1/2024 13:06:53	I support revoking the name of Nicholson Hall	Support removal		
3/1/2024 13:07:09	The case against Edward Nicholson is impressively researched, and the findings are quite shocking. Even some of the things Dean Nicholson did, let alone all that were documented, would disqualify him from all types of university honors. When his name is expunged, as it must be, the committee should provide a summary of his wrongdoings. We need to remember grim, as well as glorious, history. Ellen Messer-Davidow, Professor of English.	Support removal		
3/1/2024 13:07:26	Based on the actions of Dean Nicholson, I wholeheartedly support the revocation of the name Nicholson Hall. Edward Nicholson clearly held beliefs that directly oppose the ideals and values of the University of Minnesota and his actions on these beliefs are not a representation of the values of the University. Having an academic building in Edward Dean's name not only obscenely celebrates the actions of an anti-Semitic, racist, and anti-democratic leader, but also undermines the University of Minnesota's core values and goals.	Support removal		
3/1/2024 13:09:11	I agree with the proposal that the name of Nicholson hall should be revoked. As a student of the university, I think we should honor those deserving who worked towards a better university system for all. Nicholson's spying, antisemitism and racism were integrated into the university system, and despite his efforts in student services, there is no reason he should be honored in any way. Most especially in a building where Jewish students move through daily, reminded of a perpetrator of discrimination against them. There is no place for Nicholson's name in this university.	Support removal		
3/1/2024 13:09:33	The evidence provided supports revoking the name of Nicholson Hall and re-naming it after someone who better exemplifies the University's values.	Support removal		
3/1/2024 13:11:15	Renaming is an important part of accountability and healing. As an undergraduate, I worked in Nicholson Hall, and as faculty, I attend meetings there. It is an ongoing injury to exist in spaces that honor those who were dishonorable to my ancestors. Please change the name. Miigwetch.	Support removal		

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3/1/2024 13:12:04	<p>The building that houses our Center for Jewish Studies is named after a man who aligned himself with antisemites. Edward E. Nicholson — the namesake of Nicholson Hall — used his power as dean to surveil students and relay his findings back to Republican operative Ray P. Chase. Chase shamelessly used antisemitic insults against liberal politicians in Minnesota and built on long-standing ties between antisemitism and anti-communism to create a false hysteria about "Jewish Communists" from the east coast infiltrating Minnesota politics. Nicholson partnered with Chase to conduct political surveillance on leftist students, sometimes highlighting when said students were Jewish. Knowing this, Nicholson Hall's name is wildly inappropriate.</p> <p>I believe that Nicholson Hall should be renamed after a person or thing important to the Jewish community considering it houses the Center for Jewish Studies.</p>	Support removal		
3/1/2024 13:13:26	Keep the name	Oppose removal		
3/1/2024 13:14:56	It's a good idea, you guys should do it. Maybe name it after a famous Jewish figure?	Support removal		
3/1/2024 13:18:31	I am in support of this name change to Nicholson Hall.	Support removal		
3/1/2024 13:19:15	Please do not change the name of Nicholson Hall. Money spent to address and institute such change is not to the taxpayers benefit and does nothing to improve education offered by the university. Embrace history, teach history and protect the well-intentions of our ancestors. Thank you.	Oppose removal		
3/1/2024 13:21:18	I support the proposal to revoke the name.	Support removal		
3/1/2024 13:23:59	I support the renaming of Nicholson Hall & I appreciate the effort that has been taken to solicit feedback.	Support removal		
3/1/2024 13:25:20	Revoke the name of Nicholson Hall.	Support removal		
3/1/2024 13:25:55	I don't support any immediate decision to the matter. The charges raised in the request have not been challenged by defendant party. One possible argument is that the "leftist" has completely different meaning now (liberalist) vs decades ago (Leninist/Maoist). While this does not matter much for a long deceased person, the case may create a precedent threatening living members of the U especially when there is a blurred line between moral and political standings. In the other hand, I fully understand the stress of requestors who have been working in a building named after someone they profoundly disapprove.	Oppose removal		
3/1/2024 13:28:28	<p>I have made the university my home for education and career for 20+ years. We have a long way to go and this is a step in the right direction. I fully support this effort to rename this building (and others) and agree 100% with the recommendations of the committee.</p> <p>This change would contribute to our coming to terms with the legacies of UMN that we do not support by promoting conversation and media coverage.</p>	Support removal		
3/1/2024 13:32:50	I support changing the name	Support removal		
3/1/2024 13:33:20	<p>Please do not change the name of the building. It would further cause confusion with little to no improvement. I have read the entirety of the case, appendix, and executive summary and would request against this decision.</p> <p>He was the first dean of student affairs, and had a large impact on the University of Minnesota. People will still call it by what they know it as, Nicholson Hall.</p> <p>Please, just leave it alone.</p>	Oppose removal		
3/1/2024 13:33:49	I've been a librarian at the U since 2012. I'm in support of the revocation. The case for revoking Dean Nicholson's name from the building is compelling, thoroughly researched, and appalling in equal measure. I hope we will have an opportunity to honor another member of the university community with a legacy more in line with the values of this institution.	Support removal		
3/1/2024 13:34:31	Revoke the name of the building -- having a shrine to an anti-Semite is a horrendous look.	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.	Sentiment	Summaries	Summary Examples
3/1/2024 13:38:04	As the Report of The Taskforce on Building Names states, "Nicholson exhibited antisemitism and racism in his actions as a University administrator, often targeting Jewish and Black students whom he labeled 'communists.'" Nicholson's behaviors / values / actions are discriminatory, racist, and hurtful, and his name only embodies that. Lets remove it already!	Support removal		
3/1/2024 13:43:27	I support the proposal to revoke the name of Nicholson Hall. All University students, faculty, and staff owe a debt of gratitude for the individuals who have advanced this proposal.	Support removal		
3/1/2024 13:43:56	I believe it would be a good step forward to change the name of the hall. The University should be committed to providing a safe, supportive place for students to learn and share their ideas, and Dean Nicholson was not a good representative of that goal. Reparations cannot be made if we are still honoring the people who caused the harm. However, we should not try to erase the history of the University or the Dean's actions. Educational material should be provided if/when Nicholson Hall is renamed.	Support removal		
3/1/2024 13:43:58	Attaching Edward E. Nicholson's name to the facility that houses the Center for Jewish Studies directly contradicts principle II(a) - Community and Belonging - of the Board of Regents Naming and Renaming Policy. Even if one were to look past Nicholson's facilitation of antisemitic activities (and the conflict these actions inherently bear with the Center for Jewish Studies), Nicholson's surveillance and silencing of student bodies directly conflicts with the ideals of fostering community and belonging in general. The act of silencing student communities also contradicts principle II(b) - Preservation - by not "mak[ing] room for voices held silent in the past." Revoking the name of Nicholson Hall additionally makes room for different names to be honored, in accordance with principle II(e) - Change.  Please revoke Edward E. Nicholson's name from Nicholson hall and honor instead those who were previously silenced.	Support removal		
3/1/2024 13:48:50	Nicholson's legacy is one of bigotry, hatred, and exclusion. While we can't erase his actions, we can show that the U is committed to uplifting and serving the communities he wished to suppress. If we keep the name, the U is siding with a dead bigot. The only people who feel strongly about preserving the name of a dead racist authoritarian are other racist fascists.	Support removal		
3/1/2024 13:52:42	McEvoy Hall	Other		
3/1/2024 13:55:53	I reject this idea; while I understand the concept behind renaming of buildings, etc. let us all remember that no person is perfect and in the long-term any building name is a learning lesson.	Oppose removal		
3/1/2024 13:56:06	I support the renaming of Nicholson Hall.	Support removal		
3/1/2024 13:57:17	I support the revocation. The meticulous documentation of the antisemitic work Nicholson did while Dean and his political activities which put students and faculty he deemed undesirable in danger is more than enough justification for the renaming of a building. I don't believe anyone who thoroughly read the revocation request could disagree.	Support removal		
3/1/2024 13:58:38	Revoking this honor honors those impacted by Nicholson's injustices. It must be done.	Support removal		
3/1/2024 13:59:06	I strongly support renaming. After reading the argument for renaming, I'm surprised this hasn't happened sooner.	Support removal		
3/1/2024 13:59:24	Please retain the name of Nicholson Hall, which has provided excellent accommodation for the education of our youth for generations. It might help to associate the name with the renowned Oxford Latin scholar Professor Nicholson who served at the University of Minnesota for many years, had an accessible office in Nicholson Hall, and deserves to be honored!	Other		
3/1/2024 14:00:31	Excellent research from this workgroup. I fully support the proposed revocation.	Support removal		
3/1/2024 14:07:32	Generally, I am against renaming anything for the following reasons: 1) if it becomes a common practice it can be easily subverted and used as a tool to rewrite history, and 2) the presence of a name with undesirable associations can inspire an historical dialog, i.e., it serves educational goals, 3) Societal norms change, leading to contradictions. Should Washington and Jefferson be removed from named buildings? What recently named buildings on our campus have been named for people who in the future will have undesirable associations?	Other		



## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.	Sentiment	Summaries	Summary Examples
3/1/2024 14:13:14	Revoking the name sounds like a good idea; I support this proposal. Thank you.	Support removal		
3/1/2024 14:23:26	I support the renaming of Nicholson Hall given Nicholson's racist policies and practices. I believe this will indicate that Minnesota disavows racist, anti-semitic, and discriminatory policies and supports a diverse and inclusive campus	Support removal		
3/1/2024 14:27:13	I think that Nicholson Hall should be renamed. Especially to honor an Indigenous person, if possible	Support removal		
3/1/2024 14:27:44	I fully support the name change. Perhaps it could be renamed Hilyer-Davis hall after the first Black man and woman to graduate from the University during the 19th century. There is already a Keller hall after the first Jewish man to graduate from the University and former president of the University. Of course, it could also be named Zimmerman Hall after Bob Dylan (he did win the Noble prize in literature! In any case, it should bear the name of a Black or Jewish alum who contributed to the arts and humanities.	Support removal		
3/1/2024 14:31:31	<p>I previously did not understand the reasoning for this request of name removal, but after reading through the provided reasoning and artefacts, I agree with the request. The University should not honor individuals who have been engaged in such actions. For a senior member of the University to use his high-level ranking for political and personal means, it creates a poor reflection on the integrity and honor of the entire University community.</p> <p>When I attended the University, I had several classes within Nicholson Hall. I wasn't aware of the history of the building and why it was named as such. If I had been aware of the severity of Nicholson's actions at the time I was in University 5 years ago, I may have been one student who got involved in this request for a name change of the building. I believe the University should utilize the names of their buildings to bring attention and honor to legacy UMN teachers and leadership who positively influence the University community.</p> <p>I support the request for revocation of the name on Nicholson Hall.</p>	Support removal		
3/1/2024 14:35:21	I agree with the proposal to revoke/change the name of Nicholson Hall.	Support removal		
3/1/2024 14:40:14	At best, he was a limiter of free speech and made campus life worse for students. Stop honoring him.	Support removal		
3/1/2024 14:42:05	I concur with the revocation proposal. The research linking Dean Nicholson as a major player in furthering a toxic culture of oppression, racism, and authoritarianism during this period requires this rebuke even 75 years after his death. Few people know the history of those years which is why the credibility and quality of this research is so important. The University, as all institutions in this state and nation, must rectify this dark history in even a small way by ceasing further adulation of such leaders. Thanks are due the researchers who do today what should have been done decades ago.	Support removal		
3/1/2024 14:47:55	I think the name should be revoked for all of the reasons listed in the "Case for Revocation of Edward Nicholson Name." It seems pretty straightforward. To anticipate the argument, "he was of his time," his antisemitism was indeed of the time. We know well what was going on in Germany in the 1920's & '30's. We don't forgive that. Political censorship is never acceptable on a university campus, and it never was. We should not forgive him. Or at least we shouldn't sully a perfectly fine building with his name.	Support removal		
3/1/2024 14:49:42	The report is well-reasoned, articulate, and based on research that sounds thorough, even exhaustive. It is time to honor someone else besides Edward Nicholson. Historically, he brings shame to the University, now that this report is out.	Support removal		
3/1/2024 14:55:18	I support revoking the name of Nicholson Hall. Edward Nicholson was a corrupt individual who used his position as Dean to advance his own interests and actively suppress University students from expressing their ideas, opinions, and first amendment rights. He does not reflect the mission and goals of the University and should not have a building named after him.	Support removal		
3/1/2024 14:57:03	I urge the University to rename Nicholson Hall.	Support removal		

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.	Sentiment	Summaries	Summary Examples
3/1/2024 15:14:21	<p>To Whom It May Concern,</p> <p>I urge you to reject this request. At a high level, the request comes from a group that feigns being in some "oppressed class," while in fact in America it is among the most wealthy and powerful. Additionally, the request references several lengthy and irrelevant documents, many of which do not have obvious connection to Nicholson himself. Moreover, the content of these documents show Nicholson engaging with students and citizens in an open and Socratic way, and these are obviously the most "incriminating" things this group could find, meaning they have no case whatsoever. The group is simply trying to gain attention. They do not care about the people they portray as victims. They only care about themselves.</p> <p>To double click on the appendix, let us remind ourselves of a few truths.</p> <p>First, these documents are 90 to over 100 years old. They certainly cannot be verified for accuracy, and we cannot be certain that Nicholson even had a part in writing some of these letters. They are not on official letterhead, or even letterhead that can't be faked, and the signatures vary significantly.</p> <p>Second, we don't know if any of this has been falsified or misrepresented in the last 100 years. Not only are we simply relying on the accuracy of someone's perception of how events unfolded in meeting minutes and correspondences, we are assuming these documents are provided with sufficient context and that they have not been altered in any way in the last century. Those assumptions should not be glossed over. A good example is on page 7 of the appendix, where the "answer" defends the Soviet Union at the expense of the United States. Seems like an answer to a question that is relevant to this discussion.</p> <p>Third, the content of appendix, if we can pretend it's infallible for a moment, is only "harmful" if you purely view it through the lens of this Jewish advocacy group's story. There is a reason it took the better part of a decade to do this research. It takes a long time to spin a story like this.</p> <p>Furthermore, regarding content, I find it to be an obvious overreach by this advocacy group to demonize Nicholson's efforts to uphold the democratic and capitalistic values of America that have been the root of our civilization since our nation's birth. Understanding the historical context of these letters (not long after WWI and during the escalation of WWII), is paramount to understanding that Nicholson himself, as a patriot of this country, was moderating what at the time would have been considered "hate speech" as it is defined today by the U of MN's own doctrine—the support of communism, an obvious authoritarian rule over a people that give them no power, while all power is concentrated at the top. Communism dehumanizes people and strips them of their independence, drive to work, and enjoyment of life. That was a clear and obvious threat to the social structure and offensive to people of that time who lost loved ones not only defending the freedom of Americans, but also the liberation of Jewish people, lest we forget.</p> <p>Finally, any anti-semitic remarks in the appendix are not Nicholson's. The group is trying to connect him to others who made public those views, but Nicholson did not. It is defamatory to allege that he himself was anti-semitic, and therefore the claim is baseless.</p> <p>In conclusion, it is purely asinine to give into this Orwellian revisionist stunt by this advocacy group. Nicholson was supported by many, upheld the values of our nation and its constitution, and did so in a way that benefitted the University and the state from which it gets its funding. Their case is at best superfluous, and at worst defamatory. Don't give in. Honor our history, and learn from it. Thank you for your time.</p>	Oppose removal		
3/1/2024 15:43:40	I don't see any need to revoke the name of a classic building on our campus	Oppose removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/1/2024 15:53:43	One might consider whether the building could be re-named after some other person named Nicholson. Plaques posted conspicuously by the entrances, somewhat like the one just inside the front door to Folwell Hall, could explain who that person is and why that person is being honored in that way. Confusion resulting from a change of name would be avoided if that were done.	Other		
3/1/2024 16:10:35	Edward Nicholson's constant surveillance / informing, censorship, and racism, towards students along with his meddling in democratic affairs endangered and disadvantaged students (most of whom were already endangered and disadvantaged).  Though these behaviors would be intolerable and criminal to the average person, they are even more despicable when resulting from any government employee, nonetheless a dean--Nicholson's name being attached to the prime location of the Cultural Studies & Comparative Literature department is a cruel irony and an insult towards those working to create actual social change.  Of course, though, keeping the names of oppressors and enslavers on university buildings does well to communicate both the historical founding and corruption of current institutions as well as betraying the fact that these systemic violences likely still occur today.	Other		
3/1/2024 16:11:24	I have read the reasons for the renaming request, but don't find any particular examples of what he did to result in the renaming. I am reading generalizations and what might be hearsay.	Other		
3/1/2024 16:16:53	I support the revocation of the name of Nicholson Hall. Further, I want to express my disappointment that the University doesn't have a proactive process to evaluate names and honorariums that celebrate people who so strongly do not (or no longer) represent University of Minnesota values.	Support removal		
3/1/2024 16:23:36	I find the exhibits shared in support of the name revocation proposal very moving and completely support revoking the name of Nicholson Hall. In a time of extreme antisemitism, this action would be an important rebuke of those attitudes.	Support removal		
3/1/2024 16:26:06	It seems like a very strong and compelling case to rename Nicholson Hall. I am in favor of renaming Nicholson Hall to something else. Thank you to all of those who put in the tremendous amount of work to bring this to light.	Support removal		
3/1/2024 16:27:36	The hall should not be renamed. We live in an imperfect world with imperfect people. If we keep these impractical standards we will have no persons to name anything after. The students attending UMN today cant even live up to their own standards. It is unrealistic and arrogant to hold past generation to our moral standards and to assume we inherently maintain the moral high ground. Past generations would be disgusted with some of our actions. Let us not pretend like we are a perfect society, and cease holding past generations to those same standards	Oppose removal		
3/1/2024 16:30:54	As a 1966 alumnus of the College of Liberal Arts (summa cum laude), President of the CLA student body and proud Golden Gopher, I strongly support the revocation of the name of Nicholson Hall. You owe it to past alumni and to the present study body to acknowledge the racist behavior of the past and rename the building honoring a more deserving individual.	Support removal		
3/1/2024 17:03:37	I support the change in name of the building. I do not make this recommendation lightly but I have been convinced by reading the report.	Support removal		
3/1/2024 17:24:56	I agree with the proposal to revoke the name of Nicholson Hall. As a second generation Minnesota student and a doctoral candidate, I strongly believe that Nicholson's clear and ongoing anti-semitic surveillance and censorship are grounds to revoke his name from any and all properties and practices of the University of Minnesota. Given the University's commitment to equity and diversity, preserving his name is an explicit contradiction to institutional values.	Support removal		
3/1/2024 17:32:59	I strongly believe that it is the moral obligation of the University to change the name of Nicholson as soon as possible, both to uphold values of equity and respect for all identities.	Support removal		
3/1/2024 17:41:59	I agree with the proposal to revoke the name of Nicholson Hall. Thank you for your consideration in this matter.	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/1/2024 17:44:00	Poor Nicholson is gone and cannot defend himself against these allegations. He has no personal advocate. Very few from that time period remain alive today. The presumption of innocence should adhere to the decedent. The decision to honor him was made in the past and it seems improper to revoke this honor bestowed so long ago. Let him rest in peace.	Oppose removal		
3/1/2024 18:09:45	Nicholson provided the FBI with the names of student activists, and we named a building after him? That is disgusting. Change it immediately, preferably to a name chosen by the rightful owners of the land.	Support removal		
3/1/2024 19:05:07	The materials provided include compelling arguments to have the building renamed. Is there any material assembled and available from those suggesting the building name should remain as is? An informed decision should always involve considering arguments from both sides of an issue.	Other		
3/1/2024 19:34:11	Please stop erasing history from the University of MN. We must understand our past in order to fully move forward in the future. It would be helpful to put up a plaque near the hall so people could understand the times and his bias and learn how to go forward. If we do not learn from history we will certainly repeat it.	Other		
3/1/2024 19:50:21	I would 100% support a name change of Nicholson hall if the name represents bad faith/beliefs and goes against anyone in specific. I personally do not like the name.	Support removal		
3/1/2024 20:14:21	I think we should stop erasing the University's history and the building should remain the same name.	Oppose removal		
3/1/2024 20:45:23	Thank you for this chance to comment. My full name is Denise Nicholson Schlesinger RN MSN. This is the first I have ever heard of Nicholson Hall or Edward Nicholson as I did not attend the U of M. But I did work there as Clinical Director, pediatrics on the 1980's. I am outraged at the finely detailed story of this antisemitic Dean. I am in full support of removing the name.  It may interest some of the Regents to know that my name comes from my Finnish grandfather who emigrated to the US via Ellis Island. His origin was so rural that he was only known as "son of Nic" which was translated for him by Ellis Island personnel as Nicholson.	Support removal		
3/1/2024 21:23:04	Change that name.	Support removal		
3/2/2024 0:19:02	As a current student at UMNTC, and member of one of the communities afflicted by the actions warranting the matter at hand- stand in favor, whole heartedly, for the decision to revoke, and rename Nicholson Hall. [1]	Support removal		
3/2/2024 3:26:10	I agree that the name of Nicholson Hall should be revoked for all of the reasons described in the Revocation Request.	Support removal		
3/2/2024 4:40:17	Let's quit this cancel culture BS. If we keep trying to erase the past; we will begin to repeat it. It's been Nicholson Hall for decades. Leave it be!	Oppose removal		
3/2/2024 4:57:21	Yes, revoke. Why did it take so long!	Support removal		
3/2/2024 9:05:49	I support the removal. While many of his actions were not unusual at the time, they give a message that intolerance is inevitable and that strong leaders aren't responsible for seeing beyond period-specific prejudices. We expect more from our leaders.	Support removal		
3/2/2024 9:20:49	Especially in a time of increased anti-semitism on college campuses, honoring a person with a known anti-semitic history in this way is not only absurd but actively harmful. As a Jewish PhD Candidate who has struggled with the increased anti-semitism on campus this academic year, I believe re-naming Nicholson Hall would be a small but meaningful statement of support for Jewish students at the UMN.	Support removal		
3/2/2024 9:49:02	The name of Nicholson Hall should be revoked. The faculty committee has put together serious and compelling evidence showing that Edward Nicholson subverted the University's mission and guiding principles as currently stated. His practices did not and do not maintain the integrity of the university or enhance its reputation.	Support removal		
3/2/2024 10:34:39	Do not change the name. I'm tired of the notion of re legislating history. Instead, offer a course that reviews the history of Nicholson and all prior deans to generate robust discussion and reflection.	Oppose removal		

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3/2/2024 10:43:47	Hally McHall Face	Other		
	<p>So there is a plan afoot to revoke the name of Nicholson Hall. Why now? And is this really a priority issue? How many students even knew who Ed Nicholson was? For all I knew the building could have been named after Jack Nicholson. That said, I could support the action under one of two circumstances:</p> <p>ONE:No University funds shall be expended for any direct, indirect, labor or any other costs of the change. All expenses for new signage, stationery, maps, brochures, webpage alterations, notification of governmental agencies, private mapping agencies, etc., shall be born exclusively by the proponents of this action.</p> <p>or</p> <p>TWO:University rededicates the building changing the namesake from Ed Nicholson, former Dean of Student Affairs, to Ed Nicholson, cofounder of the World Wildlife Fund. This should not require anything more than a press release.</p> <p>Given all the University activities that could benefit greatly with additional funding I cannot see how spending money on this could be anybody's priority.</p> <p>Richard Stadther</p>	Other		
3/2/2024 10:52:13	[2]			
3/2/2024 11:06:52	No campus building should be named after an individual that was openly antisemitic, regardless of what he may have contributed to the University.	Support removal		
3/2/2024 11:08:03	Yes, please change the name. Let's honor someone with accomplishments that did not include the stalking and "outing" of students during a dangerous time. I'm certain that the University has a plethora of other worthy candidates who's success did not come to them on the coattails of systemic inequities.	Support removal		
3/2/2024 12:30:31	Naming of UMN buildings is a very public endorsement of individual conduct. The namings should not be forever, especially for individuals who engaged in activities that directly counter the UMN's mission statements and policies. Edward Nicholson (as Dean of Student Affairs!) chose to surveil and suppress student activities he felt ran against his sensibilities. He can not be excused because of his era, he could have chosen a different path as many, many others did at the time. He had his moment and his time of unaccountability should end. There are better ways to name buildings and more deserving individuals on whom we can bestow building naming honors. College campuses are places of constant change and this change, revoking and renaming Nicholson Hall, is one I highly endorse.	Support removal		



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3/2/2024 14:19:44	<p>Dear Professors Johnson and Distefano:</p> <p>I urge the All University Honors Committee to recommend the renaming of Nicholson Hall.</p> <p>As a former dean and an emeritus tenured professor at the U of M, I know better than many what a challenge it is to attract and retain talented staff and students from diverse backgrounds to our institution. Obstacles to this important goal have increased in recent years in the aftermath of the murder of George Floyd in Minneapolis, and with increased public scrutiny of the historical legacy of the University.</p> <p>The report and research materials submitted to support the building renaming document ways in which Dean Nicholson identified, undermined and punished students and faculty who supported a racially and religiously diverse campus, and disrupted debate regarding whether the US should boycott the 1936 Olympic Games in Nazi Germany.</p> <p>Adoption of the name revocation recommendation would send an important message to current and prospective students and staff that the University intends to reconcile our past and to live up to our contemporary diversity, equity, and inclusion goals.</p> <p>Katherine Fennelly, Ph.D. Professor emerita Humphrey School of Public Affairs</p> <p>Former Dean and Director of the University of Minnesota Extension Service</p>	Support removal		
3/2/2024 15:12:07	I agree that the name should be revoked or changed in alignment with UMN values of diversity and inclusion.	Support removal		
3/2/2024 16:40:22	Why on earth would you want a building to stay named after a racist, antisemitic old white man in this modern political climate? I had the majority of my undergraduate classes in this building and cringed every time I saw its name. There's absolutely got to be better, more deserving people with ties to UMN, especially women or people of color.	Support removal		
3/2/2024 17:25:05	It sounds like the building should be renamed because of the horrible actions committed by the person the building is named after. Maybe the building should commemorate the students who were targeted by this dean instead.	Support removal		
3/2/2024 18:51:48	Nicholson does not fit University of Minnesota values. His name must be revoked.	Support removal		
3/3/2024 10:38:01	As a professor in CNRC, Jewish Studies, and Religious Studies I strongly support the request that the University should revoke the name of Nicholson Hall.	Support removal		
3/3/2024 12:27:32	As a student at the U of M, I think it would be best to rename Nicholson Hall.	Support removal		
3/3/2024 12:35:50	I am strongly in favor of the proposal to revoke the name of Nicholson Hall.	Support removal		
3/3/2024 13:48:18	I've read the documents provided, and respectfully point out that a more objective proposal is in order. It would be helpful to know why the building was named for Nicholson in 1945. What criteria were used at that time? Did he accomplish any positive outcomes for the University? The language of the current proposal is quite biased, leading the reader to seek a more balanced perspective in order to decide whether renaming the building is in order.	Other		
3/3/2024 14:56:36	I support the renaming proposal.	Support removal		
3/3/2024 16:48:11	I am in favor of revoking the name of Nicholson Hall. His legacy is not something that we should continue here at the University of Minnesota and although I am not Jewish myself I recognize that the actions that Nicholson took were unjust. The university is all about diversity and inclusion revoking the name of Nicholson and changing it to something that is more agreeable, whether that's another name or a general name for the building, will promote this inclusion here. It is not difficult to rename a building.	Support removal		

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Timestamp		Sentiment	Summaries	Summary Examples
	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.			
3/3/2024 18:02:17	I believe that Nicholson Hall should be renamed out of respect for the Jewish community. Antisemitic people should have no place on the buildings at the University of Minnesota.	Support removal		
3/3/2024 20:41:50	Naming a building on campus after an outspoken antisemite (like Nicholson) should never have happened and should be undone.	Support removal		
3/3/2024 22:53:19	Please revoke the name, it's long overdue.	Support removal		
3/4/2024 7:56:01	I think renaming buildings to whitewash the past is wrong. What about the good things this person accomplished?	Oppose removal		
3/4/2024 8:28:28	I support the proposal to revoke the name of Nicholson Hall after review of the evidence.	Support removal		
3/4/2024 8:53:06	I support this proposal to revoke and rename Nicholson Hall.	Support removal		
3/4/2024 8:58:46	The university has recently acknowledged the native land it currently sits on, it would be nice to name the building after a native American scholar.	Other		
3/4/2024 9:40:48	When I first came to the U of M as a tenure-track faculty member and an enrolled member of the Cherokee Nation of Oklahoma, my office was in Nicholson Hall. Few of us Nicholson Hall denizens knew enough of Nicholson's history or had the motivation at the time to question "Dean" Nicholson's terrible legacy of ethnic prejudice, containment, and surveillance. Now, thanks to the hard work of many of our colleagues, we do know, and there is no excuse for NOT banishing Nicholson's name from a campus building, even one as fusty as Nicholson Hall, as just a first step in doing what we can to redeem the University's identity as a force for equity and justice in our increasingly polarized community.	Support removal		
3/4/2024 9:44:28	I support this name change 100%- long overdue. Sends the right message to everyone we are trying. P & A staff member here.	Support removal		
3/4/2024 9:44:29	I work in Nicholson, and I am strongly in support of revoking the name. It is long overdue.	Support removal		
3/4/2024 10:25:05	I support the proposal to revoke the name of Nicholson Hall. As faculty, as staff, we are here to serve our students. We teach them, we guide them, we prepare them to be better citizens in an already complex world. Edward Nicholson's time can be summed up as control. Control of though. Control of students. Control for what he thought was right. We should not have a monument to an individual that did/does not adhere to the basic missions statement and guiding principles set forth by the Board of Regents. [3]	Support removal		
3/4/2024 10:27:56	I support renaming Nicholson Hall. Why would you name a building after someone who spies on and is anti-semitic towards the very students he is supposed to be supporting?	Support removal		
3/4/2024 10:40:56	I support this proposal, thank you!	Support removal		
3/4/2024 10:50:37	In addition to the clear racist and anti-Semitic actions of Dean Nicholson, as well as the obvious suppression of political ideas outside his own, it is important to remember that anti-communist suppression was also used as a tool of queer suppression. It may be almost impossible to judge from the written record if this was the case here, but it is worth acknowledging, and makes an even greater case for the removal of his name given the current resurgence in anti-black, anti-Semitic, and anti-queer political propaganda.	Support removal		
3/4/2024 10:51:55	Agree with revocation of the name	Support removal		
3/4/2024 11:01:22	Please revoke the name of Nicholson Hall. We shouldn't be honoring someone who assisted a noted antisemite.	Support removal		
3/4/2024 11:05:49	I don't think any building on campus should bear the name of an anti-Semite, especially the one that houses the Jewish Studies department. I hope this process leads to other names on campus being reconsidered.	Support removal		

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp		Sentiment	Summaries	Summary Examples
3/4/2024 11:12:23	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.  I wholly support the request to de-name/rename Nicholson Hall. There has been ample evidence presented in previous historical investigations, and this latest installment only more strongly makes the case that Dean Nicholson engaged in practices that were in no way acceptable at the time of his administrative service, and most certainly are not acceptable today. We are at a point, however, where many students fear that such surveillance and suppression will in fact happen again. To rename this building will send a strong message to our students that we are an institution which supports and fosters a multitude of voices and perspectives, and which does not tolerate administrative silencing. Yes, it is a symbolic gesture. However, it is needed to begin the process of bringing greater transparency and true inclusion to the governance of the university.	Support removal		
3/4/2024 11:22:17	I am an alum and current employee at the U of M who has spent significant time in the building. After reviewing the supporting materials and rationale for the proposed change I am in full support of this building being renamed. Despite all the positive memories I have of the building which housed one of my undergraduate majors I will never feel a positive connection with it in the same way now that I know about the actions of it's namesake. Please take action to show that the U of MN will take a stand against biased and discriminatory use of power by it's leadership (past and present).	Support removal		
3/4/2024 11:25:19	This name should no longer be lifted up on our campus. Please take it down!	Support removal		
3/4/2024 11:57:04	I support the revocation of the name of Nicholson Hall. Edward Nicholson did not support the mission of the University of Minnesota during his time as dean, and his past actions bring shame to the University.	Support removal		
3/4/2024 12:18:13	I support the revocation of the name of Nicholson Hall. Continued use of his name gives the appearance of support of his harmful practices over decades. Such an abusive person should not be celebrated or revered, and the honorary or official naming of buildings, events, or objects at the University of Minnesota should be reserved for people whose actions and accomplishments can continue to be celebrated to this day. While there may be past accomplishments Nicholson could be commended for, the documentation of his harmful acts outweighs any good he may have done. There are far more deserving people who have not used their positions of power to harm those within our University of Minnesota community.	Support removal		
3/4/2024 12:31:05	I fully support revoking the name of Nicholson Hall.	Support removal		
3/4/2024 12:33:06	I support revocation of Nicholson's name in light of the comprehensive evidence demonstrating his actions as being antithetical to both the University of Minnesota's charge and the role of higher education in supporting public good.	Support removal		
3/4/2024 13:37:18	I support the revocation of Nicholson Hall to be renamed and dedicated to someone who has a history of uplifting and giving back to our University community.	Support removal		
3/4/2024 14:31:15	The proposal makes a strong case and I support their request to revoke the name of Nicholson Hall.	Support removal		
3/4/2024 15:11:14	A good case appears to have been made in favor of renaming the building. I agree that those honored by our building names should have a history of upholding the values of our institution.	Support removal		
3/4/2024 15:25:37	I know that views will change over time and that some people who might have been considered to have fine social standards and were non bigoted might later, in the future, be considered hateful against certain groups within that future's lens. But in my eyes, Nicholson was much worse than that. He actively gave the names of student activists to the FBI and was not a supporter of open protesting and ideals granted by the first amendment of the United States. Anyone who denies the freedom of speech of individuals should never be given the ground and fame that having a legacy building named after him grants. I vehemently assert that this man goes against the ideals that UMN currently has.	Support removal		
3/4/2024 15:59:26	As an alum and long-time employee of the University of Minnesota, I support revoking Nicholson's name from the building. I work with students and we stress the important of ethical behavior in our students. We definitely need to have the same expectations of staff - even those who are gone. We don't need someone who used his position at the University of MN to garner political capital and or sway favor his way front and center by having his name on a building.	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.	Sentiment	Summaries	Summary Examples
3/4/2024 16:21:35	I fully support this movement to revoke/rename the building. Thanks for organizing request for feedback.	Support removal		
3/4/2024 16:25:17	Upon review of the information I believe there is cause to change the name of Nicholson Hall due to the discriminatory practices of Dean Nicholson and his efforts to sway Regent appointments.	Support removal		
3/4/2024 20:38:32	I support this proposal to revoke the name of Nicholson Hall.	Support removal		
3/5/2024 7:46:03	The name should be revoked and changed to something that better represents our community and the people that made an impact on this community.	Support removal		
3/5/2024 8:36:03	I strongly support renaming the Nicholson hall to better reflect the University's values. I would support not naming the building after anyone before Nicholson's name remained on a building on campus.	Support removal		
3/5/2024 9:35:48	I am in full support of renaming Nicholson Hall. I am the department chair of Classical and Near Eastern Religions and Cultures, which is located in Nicholson. The Center of Jewish Studies is located in our department (and Nicholson Hall), and our department has the highest concentration of professors in the university who teach Jewish Studies courses. So, we have a deep interest in Judaism across the centuries, including in our current day. Edward Nicholson acted in hostile ways to Jewish students, as has been well documented, and his actions, although not uncommon for leaders of his era, represent the worst of our UMN history. Why would we want to continue celebrating this man who showed such disdain for those who are now a protected class at UMN under federal Title IX regulations? This is an easy decision. While Edward Nicholson might have served UMN in some positive ways, we have honored him long enough for those efforts. The time has come to honor someone else who believes in the highest values of our university--inclusion, respect, dignity for all, freedom of expression, freedom of inquiry, and basic decency. The time has come to remove Nicholson's name from our building in order to make it a home to all students and faculty, most especially Jewish students and faculty and scholars and teachers of Judaism.	Support removal		
3/5/2024 10:27:45	I am in full support of renaming Nicholson hall, as an alumnus of the CNRC program and present law student at the University of Minnesota. The Jewish studies and biblical studies programs are home to many scholars who are dedicated to the studies of Judaism and the Jewish people throughout history. My time with the department (and continued contact with it) has been one the most valuable experiences of my life, and it's time that the department be housed in a building that recognizes their amazing contributions not only to this campus, but to the academic world at large. Nicholson's work as a dean has been well regarded and properly honored, but now it is time to examine the harm that his alliances and personal anti semitism has caused to Jewish students and faculty. We do not need this reminder of a dark period in UMN's history to be held over our heads daily in the form of Nicholson Hall. We are being presented with an opportunity to remove this reminder of anti semitism on our campus--an opportunity all the more urgent in a time of surging anti semitism in this country and the world at large.	Support removal		
3/5/2024 10:55:58	I am a faculty member whose department is housed in Nicholson, and I support the renaming. Many thanks to those who put in the time and effort to compile the evidence for Nicholson's discriminatory (and frankly, creepy) activities.	Support removal		
3/5/2024 11:16:38	i strongly support the revocation	Support removal		
3/5/2024 11:36:14	Nicholson Hall should be re-named in accordance with the value of the University. Having a building named after a noted anti-semite, particularly one that houses the Center for Jewish Studies is a level of irony that certainly needs to be corrected.	Support removal		
3/5/2024 11:45:32	A university like UMN should not be honoring anti semites with building names. Take his name off.	Support removal		
3/5/2024 12:04:08	I believe if the name has a negative historical connotation then we ought to revoke the name of the hall	Support removal		
3/5/2024 12:38:58	I am against revoking the name. Please leave the name as is.	Oppose removal		
3/5/2024 13:33:58	It seems clear to me that if the University is committed to bringing truth to light, it would heed the facts surrounding this recommendation and revoke the honor of having a building bearing the Nicholson name on campus.	Support removal		

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/5/2024 17:59:22 [4]	<p>BLUF: I am an alumnus, and I am opposed to renaming Nicholson Hall. Renaming the building would be a waste of time and money, and I would prefer that my alma mater spend its precious resources on solving more pressing issues.</p> <p>Stipulation: For the sake of argument, I'll stipulate that the Mr. Nicholson for whom the building is named was a dirtbag. If it is true that he mistreated Jewish and other minority students, then that is deplorable and inconsistent with the University's values. However, this in itself is not a reason to spend time and money renaming a building.</p> <p>Please consider the following.</p> <p>Disadvantage 1: Real Cost</p> <p>Contrary to popular belief, "renaming and reclaiming" is not free. To rename Nicholson Hall would require that we spend considerable money and man hours. All of the signage on the building would have to be replaced, all the signage around campus that references Nicholson Hall would have to be changed, and any online directories would also have to be updated. This would not be cheap! Furthermore, if the building name was a condition of a gift, that might nullify a deal and require the university to return even more money.</p> <p>As a rough estimate, all of this would likely cost thousands of dollars. As a matter in aggravation, the University of Minnesota is a publicly funded institution. The University has a special duty to be a good steward of taxpayer money, and a vanity project such as what is proposed would be a betrayal of the taxpayer's trust.</p> <p>Disadvantage 2: Opportunity Cost.</p> <p>Every dollar that the proponents of this plan would like to spend on renaming this building could be better spent in support of our values. The money could be spent on research, community outreach to get more young people interested in the classics, or on scholarships to support students in need. We could also spend the money on facilities upgrades to help reduce our carbon footprint and fight climate change.</p> <p>Put more bluntly: don't waste money engaging in virtue signaling. Spend the money in a way that would actually reflect our values.</p> <p>Disadvantage 3: Minimal Impact</p> <p>Not once in my four years of going into Nicholson Hall did I ever think about the man for whom the building was named. It never came up because no one cared! I just assumed that the building was named for the rich son of Nicholas. I don't think that there are very many "aggrieved" people. To the extent that anyone is bothered, I don't think their annoyance should warrant our expensive intervention.</p> <p>In closing, renaming Nicholson Hall would be a waste of time and money. When we have solved every real problem, then we can attend to cosmetic concerns. We're not there yet. Please put the money to better use.</p>	Oppose removal		



Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/5/2024 18:15:47	<p>Alas, the good that men do is oft interred with their bones. I regret terribly our recent bias to judge history through the eyes of the present - as though we will not also be found inept and morally bereft by our own posterity; who will, no doubt, satisfy themselves knowing that they rewrite history "to correct injustice". I know little about the man but have read some (not all) of the accusations of the attached authors, who are indeed all honorable men/women. It would seem that he served the University at a time of tumult, when conventional wisdom (from which even the most ardent academic is not free) suggested a heavy handed approach to potential insurrection (see the authors reference to FBI and other government oversteps) might be appropriate.</p> <p>Giving this historical stranger the benefit of the doubt, the accusations of secret calls seem difficult to confirm with any reliability a century later; and failing to declare affinity or repudiation of a potential regent, who would potentially guide a relatively adolescent University to heights or depths, would seem derelict to this observer. He was perhaps the single most qualified person at the time to assess the potential virtues and vices of a new regent.</p> <p>To be clear, I am certain he had failings. But at least some people felt, at some point in history, that his net contributions were worthy of ascension to title. So much so that with literally tens of thousands of graduates, even in 1930, they chose to honor this one. Perhaps, and again I am giving him the benefit of the doubt, he earned this admiration through mechanism both recorded and unrecorded. Certainly - it would seem that when stripping a man of his legacy, some consideration for the affirmative would be made. Were their none to stand in his favor...or were none asked? If not why not? Do we have some moral (or other) superiority to overrule the builders of that building?</p> <p>Or perhaps, we can assess the building names annually to address the impact of breaking news; or better, we can establish a Twitter-based, moving social justice rating of &gt;80% as a baseline requirement for maintaining honorifics. I accept this this may leave some students a bit lost, especially if we have to change building names multiple times in a semester, but is any cost too high to achieve a perfect history?</p>	Other		
3/6/2024 0:59:58	I do not oppose many people's names on buildings that are well known for their positives despite negatives such as owning slaves as Founders of America. But Nicholson does not fit into that group. Perhaps he did some good as the Dean of Students, but his outspoken antisemitism, McCarthy-like anticommunism, and surveillance of students under the auspices of his office dictate a new name for the building. This is particularly true insofar as it houses Jewish Studies. These kinds of practices that have become so widespread now with social media are bad lessons for the University of MN, and the larger MN community. The normal practice of renaming buildings is being followed, so the renaming of Nicholson should be done. WE can do better!	Support removal		
3/6/2024 8:08:56	I wholeheartedly agree with the initiative to revoke the name of Nicholson Hall on the basis of harm he brought to the university community during his tenure.	Support removal		
3/6/2024 8:20:48	I agree with the initiative to revoke the name of Nicholson Hall due to harm he brought to the university community during his tenure.	Support removal		
3/6/2024 8:44:45	quit bringing religion into stuff, but the monitoring he did was pretty fucked up, i would say scrub his name.	Support removal		
3/6/2024 9:09:18	I wholeheartedly agree with the initiative to revoke the name of Nicholson Hall on the basis of harm he brought to the university community during his tenure.	Support removal		
3/6/2024 11:01:24	Definitely revoke the name. It feels extraordinarily insulting to house the center for Jewish studies in a building named after an anti-semite. I think the group presented pretty clear, well-researched evidence that Nicholson's values don't align with the University's. Now, nor during his tenure.	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.			
3/6/2024 12:27:19	The report on Dean Nicholson is compelling and damning. He was subversive, political, and extraordinarily authoritarian in his office and suppressed and actively discriminated against the very students he was supposed to serve. As a University senator, I have reviewed the available materials and can do nothing but advise that Nicholson's name be taken off the building named in his honor. As someone who holds an advanced degree in student affairs administration, his actions were, quite frankly, disgusting and deplorable.	Support removal		
3/6/2024 12:35:50	As an Alumnus of Notable Achievement, I find the naming of Nicholson Hall to be completely contrary to the values and ideals of our University. I am completely in favor of revoking the current name for Nicholson Hall and replacing it with a figure who championed the open discourse of ideas and encouraged all students to be heard and validated.	Support removal		
3/6/2024 14:45:01	I agree that UMN should revoke the name of Nicholson Hall.	Support removal		
3/6/2024 14:51:51	I strongly support the revocation of Nicholson Hall's name. The researchers have compiled a careful and compelling case for doing so. Dean Nicholson's actions clearly are at odds with our university's mission and fundamental values that should guide higher education.	Support removal		
3/6/2024 15:04:42	Nicholson's use is abhorrent of university resources to collect information on student operations, and then without consent of those students or following university policy, releasing that information to external actors for personal aims. The university should not be engaged in such political acts, particularly high-level administrators using their positions to take advantage of others in the school to advance their political agendas outside the institution. The fact that this may have been known by government officials or other university leadership may "reflect the times" when these incidents occurred, but that does not mean Nicholson's actions were acceptable. Perfection is not to be expected from anyone, but these wide-reaching issues across his tenure do not reflect the University's long-standing values, and they go beyond innocent mistakes to egregious violations of trust and values and to endangerment of the community. Elevating and recognizing him through the name of a building is not appropriate, and the building should be renamed.	Support removal		
3/6/2024 15:46:24	It concerns me that we continue to rename halls, buildings and even lakes in the state. We are now considering changing our state flag. We are ignoring our history and when we ignore history we cannot learn from it if indeed there is a lesson to be learned. I think we are too quick to try and find the easy fix, if indeed renaming is a fix, rather than have a discussion over why someone would want to change a name, flag or tear down a statue of a historical figure. I appreciate being offered the opportunity to weigh in on this issue.	Other		
3/6/2024 16:33:03	I support the removal of Nicholson's name from the building given the vast documentation related to his actions that are inconsistent with the purpose and mission of the University	Support removal		

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3/6/2024 19:18:37	<p>I shared the following comment with then President Kaler's task force on renaming buildings on 12/19/2018. Now retired from my role as Director of the University's Center for Writing, I still strongly support the renaming of Nicholson Hall:</p> <p>"I have watched with great interest this task force's important work, especially as someone whose unit (Center for Writing) has a prominent space in Nicholson Hall and who, with former CLA Dean Rosenstone and my fellow Nicholson department leaders, was very involved in the remodeling and re-opening of this building in 2006 with the explicit goal of being a "space for students" with excellent classrooms, study/learning spaces, and graduate student offices.</p> <p>Having researched the "Campus Divided" exhibit, I propose re-naming Nicholson Hall to become Medalie Hall, in honor of Esther Leah Medalie, who bravely worked against discrimination on campus through her editorial work for the MN Daily and her leadership the American Student Union—despite being under Dean Nicholson's active surveillance. Medalie's social engagement continued throughout her life, and she received many awards for her involvement in civil rights, human rights, consumer rights, and environmental protection. See especially...</p> <p><a href="http://acampusdivided.umn.edu/index.php/essay/student-activists-lifelong-commitment/">http://acampusdivided.umn.edu/index.php/essay/student-activists-lifelong-commitment/</a></p> <p><a href="http://acampusdivided.umn.edu/index.php/person/esther-leah-medalie-ritz/">http://acampusdivided.umn.edu/index.php/person/esther-leah-medalie-ritz/</a></p> <p><a href="http://acampusdivided.umn.edu/index.php/essay/political-surveillance-of-university/">http://acampusdivided.umn.edu/index.php/essay/political-surveillance-of-university/</a></p> <p>Medalie's story also aligns her beautifully with the work of the units currently in Nicholson Hall. Her work as a writer and editor (the first woman to serve on the MN Daily editorial board) calls out the Center for Writing, her work in international relations calls out the Minnesota English Language Program and Cultural Studies &amp; Comparative Literature, and her specific work on Middle East peace calls out Classical and Near Eastern Studies, Hebrew, and Jewish Studies. I hope we can take this opportunity to re-name our building in honor of a UMN student leader and global citizen we can be proud of."</p>	Support removal		
3/6/2024 19:24:14	<p>As dean of students from 1934 to 1942, Edward Nicholson implemented policies of ideological surveillance and racial exclusion, targeting especially African-Americans, Jews, and immigrants. His actions violated principles enshrined in the U.S. constitution, and such a judgment was as valid then as it is in hindsight. The honor of serving as eponym for a building at a university that purports to uphold academic freedom, as well as equality of rights, should be revoked from his memory.</p>	Support removal		
3/6/2024 19:36:38	<p>Having worked as the Senior Researcher and Web Manager of the "A Campus Divided" public history project, I understand all too well the role Edward Nicholson played in the politicization of the Regent selection process, as well as his policy of surveilling University of Minnesota students and faculty. Nicholson's abuse of power was a betrayal of his office, the student body, and the people of Minnesota.</p> <p>University buildings, like monuments, are memorials to those whose work and contributions have made a lasting and positive impact on the campus community. Over its 173-year history, the University of Minnesota has been lucky to have many, many administrators, faculty, and alumni contribute in a meaningful way to its growth and flourishing, most of whom are far more deserving of the honor of memorialization than Edward Nicholson. For this reason I support the revocation of the name Nicholson Hall.</p>	Support removal		
3/6/2024 21:16:00	I fully agree with the proposal to rename the hall.	Support removal		
3/7/2024 9:23:21	I support the petition to revoke and rename Nicholson Hall.	Support removal		

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3/7/2024 10:03:51	The University has the opportunity to be actively anti-racist by removing Nicholson's name on a building and celebrate a different member of our community's achievements and contributions. The fact that he actively sent names and provided information to anti-semitic and racist propaganda/the FBI makes me appalled. Things that might've been okay in the past do not mean we need to still celebrate/acknowledge them now to respect history -- I hope that the chance to rename Nicholson Hall will allow the U of M community to celebrate someone who has supported and protected our community.	Support removal		
3/7/2024 10:15:42	Yes, change it. Naming a building after someone honors that person. Nicholson doesn't deserve this. The repeated controversies over the names of buildings/streets/awards/whatever would be easily resolved if we named them after VALUES NOT PEOPLE. Liberty, justice, emancipation, scholarship, friendship, whatever hall - this settles the question for all time, unless liberty becomes controversial, which I doubt, even in these crazy political times. I am a U of Mn Minneapolis graduate, 1970, as are my parents, 1942, and several other family members. Thank you. Martha Tomhave Blauvelt	Support removal		
3/7/2024 10:19:20	I support changing the name of Nicholson Hall. Edward E Nicholson was racist and anti-Semitic and I do not want a building named after someone like that on my campus.	Support removal		
3/7/2024 10:24:51	I am totally opposed to the proposal to rename this building and other buildings. Erasing the memory of a long-serving and long-dead university leader for alleged violations of some people's current sensitivities is an affront to the whole concept of history--revisionism run amok. Hate it. There are way better uses of university time, thought, research, and energy. I hold a PhD from Minnesota in the History of Medicine so I feel that I have standing to comment. Neal Ross Holtan, MD MPH PhD	Oppose removal		
3/7/2024 10:38:15	Anything that perpetuates the State of Minnesota's sordid history as a hotbed of antisemitism should be expunged, and its elimination should be widely trumpeted. Change the name of Nicholson Hall.	Support removal		
3/7/2024 10:39:36	I fully support the initiative to revoke the name of Nicholson Hall. Edward Nicholson's actions as described in the revocation request (and related exhibits) are not compliant with University of Minnesota ideals, mission, and guiding principles. During this period especially, the importance of a healthy and vibrant civic life is crucial. Thank you.	Support removal		
3/7/2024 10:41:56	Change the name to St. Pope John Paul II. Never a controversial figure in his lifetime.	Other		
3/7/2024 10:48:58	As a proud Jewish alumni who took classes in that building I fully support and request the building name be changed	Support removal		
3/7/2024 11:54:41	The revocation request and accompanying exhibits present a compelling case for changing the name of Nicholson Hall. Nicholson's actions over the course of his career at the University were highly problematic, not just in hindsight but even at the time. The report is based on careful and thorough historical research, demonstrating with great specificity the nature of Nicholson's oppressive actions, including targeting groups and individuals for exercising their rights to academic freedom. No student or faculty member or member of the public should have to face the dissonance of entering the building, knowing it is named for someone whose behavior stands in direct contradiction to the values we share at the University. I urge the Board of Regents to revoke the name of Nicholson Hall.	Support removal		
3/7/2024 12:09:53	I support revoking the name of Nicholson Hall. The arguments seem quite clear; changing the name supports the mission and vision of the University.	Support removal		
3/7/2024 12:45:36	I'm in favor of the revocation of Nicholson's name off the hall.	Support removal		
3/7/2024 12:50:15	I support the name change of Nicholson hall. Upon reading about the legacy of Edward Nicholson and his actions during his time as dean, it seems incredibly inappropriate to enshrine a man who used his position within the U of M to repress political opinion, spy on the student body, and give away student information to political operatives.	Support removal		

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Timestamp	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.	Sentiment	Summaries	Summary Examples
3/7/2024 16:33:46	After reviewing the materials submitted, I wholeheartedly support the revocation of the name of Nicholson Hall. Edward Nicholson's actions are antithetical to the University's values and caused harm to individuals and communities with marginalized identities. As a alumni of the School of Public Health and a current staff member, it is important to me that our building names support our mission to advance a more equitable and inclusive community. We should honor those whose actions align with our mission and values, and Edward Nicholson's do not. Thank you.	Support removal		
3/7/2024 18:52:16	<p>As an alumnus of the University (BA, '76; MA, '79), I wish to lend my support in the strongest possible terms to the recommendation that the name of Nicholson Hall be revoked. As a student, I spent a good deal of time in that building without ever knowing that the University had chosen to honor a person whose values and behavior were so antithetical to those I associate with this great institution. As an academic (Professor emeritus, Carleton College), I recognize that institutions make mistakes, but I also believe that when compelling evidence emerges that brings those mistakes to public attention, it is incumbent upon us to correct them. That is certainly the case in this instance. If the University were not to accept this proposal, it would be reasserting its prior decision to honor a person who was profoundly dishonorable. In doing so, it would bring upon itself public disgrace and force those of us who have long treasured our association with the University to reevaluate our ties to the institution.</p> <p>The University should seize this opportunity to disassociate itself from Dean Nicholson's legacy. The historical record requires it; the reputation of the University depends on it.</p>	Support removal		
3/7/2024 19:51:23	If the evidence is as indicated, then as an alumni of UMN, I support changing the name.	Support removal		
3/8/2024 8:04:55	This seems like a good step as Nicholson's actions do not align with the expectation of integrity for the presidential position. I would also question whether going forward, when naming a hall after someone, there shouldn't be a more robust review process of that person's biography, or if the U should stop naming buildings after people.	Support removal		
3/8/2024 8:54:50	I support the name change for Nicholson Hall. Of course the University of Minnesota doesn't want to honor a man who was openly racist and antisemitic and acted on his hateful beliefs .The only surprising thing about this situation is that it took so long to come to the University's attention. I am grateful to the researchers for their diligence.	Support removal		
3/8/2024 9:04:01	As someone who teaches and does research in Nicholson Hall as part of the Department of Classical and Near Eastern Religions and Cultures, I strongly recommend the revocation of its current name in view of Edward Nicholson's documented bias against and hostility to Jewish and African-American students.	Support removal		
3/8/2024 9:14:29	<p>First, thank you to the AUHC for your work on this revocation process and the year-round work on behalf of the University. Second, thank you to the folks that have put together the materials calling for the revocation of Nicholson Hall's naming.</p> <p>I was intimately involved in the process to remove Nicholson's name in 2018-2019 serving as a Regent. I was then, and remain today, in favor of revocation. The evidence for such action is robust, and sadly, in opposition of the cornerstones of higher education.</p> <p>I think most about our students. No student should spend time studying, attending classes, and receiving support in a building whose name is affiliated with such things. If for no one else, we should revoke the naming on behalf of our students as we continue to make attempts at creating safe, welcoming, and inclusive spaces on our campus where everyone can show up wholly, and be in peak learning environments.</p> <p>Thank you. Abdul M. Omari</p>	Support removal		



Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/8/2024 10:11:44	<p>Dear Colleagues,</p> <p>I am very heartened to learn that the request to revoke the name of Nicholson Hall is being considered by your committee. I have read the executive summary closely and have looked over the report in its entirety, so I believe I have a good sense of the arguments being made for revocation. First, I want to commend the writers of the report for their thoroughness and adherence to the highest standards of scholarship in the preparation of their report.</p> <p>It is clear from the report's findings that Dean Nicholson acted in ways detrimental to the free exchange of ideas that are the hallmark of any university worthy of the name. He spied on students and put them in harm's way. He demeaned Black students and demonized Jewish students. Even in his own time these behaviors were reprehensible; in ours they contravene the stated ideals of the University. Nicholson created a system in which he had inordinate control of students' freedom of association and speech, and he used that control not only to limit students' freedoms, but to spy on them and share what he learned not only with the FBI, but with partisan political operatives.</p> <p>Any one of the four violations of the University's principles detailed by the petitioners would be enough to establish that Nicholson brought not honor but disgrace on the University of Minnesota, that his actions defied the ideals of the University during his tenure and stand in sharp contrast to the stated principles of free inquiry, diversity, inclusion, under which the University currently operates, and of which we can, and should, be proud.</p> <p>In short, I wholeheartedly support the request to remove Nicholson's name from the building that currently carries it.</p> <p>Sincerely yours, Amy Kaminsky Professor Emerita, CLA</p>	Support removal		
3/8/2024 15:04:35	<p>After reading through the exhaustive evidence of Edward Nicholson's antisemitic, racist, and anti-democratic actions, the renaming appears to be a no-brainer and it would be an embarrassment if the University chose not to rename the building. The irony is the building houses the Center for Jewish Studies. Should the building not be renamed, this Center should relocate.</p>	Support removal		

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3/8/2024 17:59:36	<p>I offer this comment as an alumnus of the University's School of Business as a Bush Foundation Leadership Fellow, as an Adjunct Associate Professor of Epidemiology and Community Health in the University's School of Public Health, and as a longtime citizen of the State of Minnesota.</p> <p>I appreciate the process that the Regents established in their policy on namings and renamings to consider requests to revoke a building name, including clear criteria focused on the University's values and mission as articulated in 2008. I also appreciate that the case brought against Nicholson is a worthy test of this policy and challenges the Regents to follow through on their earlier commitment.</p> <p>This case is as thorough, careful and persuasive as any such case can be. The case carefully describes the historical context during Edward Nicholson's long tenure as Dean of Student Affairs, offers detailed documentation of multiple examples of his behavior as dean that paints a consistent portrait of Nicholson's allegiances and activities, and consistently assesses his behavior in light of the Regents' stated criteria to remove a name from a place of honor at the University. In other words, the case is highly responsive to the process that the Regents previously set into motion.</p> <p>That Edward Nicholson's name on a building brings no honor to the University of Minnesota is now abundantly clear. This is true not because of what Nicholson believed about the political issues of his time, or even because of his long-standing quid pro quo relationship with a known racist and antisemite, but because of the inappropriate ways he used his role and the administrative power he held. He used his power consistently to suppress the open exchange of ideas on campus and to secretly surveil students and faculty and covertly share that information with outside political operatives and organizations, without regard to the potential impact on his targets' careers and lives. It is notable that no evidence exists that Nicholson was directed to engage in these activities by his superiors or by the Board of Regents. Nicholson's actions, regardless of his beliefs and political ideology, directly violated many of the Guiding Principles contained in the Regents' Mission Statement.</p> <p>As the authors of the case point out, Nicholson's actions did not merely reflect the attitudes of the times in which he lived. His activities represented an extreme even within his world that he pursued relentlessly, regardless of his impact on the stature and reputation of the University. Does it make sense to continue to honor a man who apparently tampered with a grand jury and whose resignation was demanded by the Minneapolis City Council? Does it bring honor to the University to continue to elevate the name of a senior administrator who secretly conspired with political operatives to influence the selection of regents?</p> <p>Knowing what we have learned from this careful and thorough case, it is incumbent on the Regents to revoke Nicholson's name from a place of honor on the campus. Leaving his name, knowing what we now know, will only reflect dishonor on the University and the Regents.</p>	Support removal		
3/9/2024 7:58:16	<p>Steven S. Foldes, Ph.D.</p> <p>Nicholson Hall should not be renamed. Edward Nicholson was a great man and a stellar Dean whose work and accomplishments helped make the University of Minnesota the stellar institution it is today. Erasing his name from its well-deserved spot on campus erases our alma mater's history. That Nicholson held views inconvenient to the modern age is irrelevant to his comments or his deserving immortality in our university, and iconoclasm based on the complaints of hand-wringing busybodies is the worst sort of cowardice.</p>	Oppose removal		

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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	<p>9 March 2024</p> <p>TO: Jeffrey Ettinger, Interim President, University of Minnesota, and the All-University Honors Committee</p> <p>FROM: Gary B. Cohen (PhD), Professor Emeritus of History, University of Minnesota, Twin Cities</p> <p>SUBJECT: Revocation of the naming of Nicholson Hall on the East Bank campus</p> <p>I write to express my wholehearted support for removing the name of former Dean of Students Edward Nicholson from the East Bank campus building. As the University Regents' policy statements recognize, the naming of buildings and other facilities for individuals represents a continuing honor, meant to recognize service and contributions to the University which have advanced its mission and goals, consistent with the fundamental values of the institution. Removing Edward Nicholson's name from the building would not be a measure to rewrite the history of the University or to erase him from the record of the University's past, as some might complain. The record of his service, for good and for ill, will remain. Rather, taking this step will recognize that important aspects of his work as Dean of Students violated blatantly, repeatedly, and over many years between 1921 and 1941 the basic principles of freedom of speech, assembly, and association and the equal treatment of all regardless of their political beliefs, religion, race, or ethnicity--principles to which the University must be committed.</p> <p>The facts of Dean Nicholson's actions, based on his own ideological and partisan political beliefs, to suppress political speech and associations committed to public values he opposed have become increasingly known at the University and in the wider Minnesota community over the last several years. Action by the Regents and the University administration to remove his name from the building would send a strong signal to the University community and to the wider public that the University and its leadership will not countenance nor honor such a record of interference with rights of free speech and association by anyone in authority at the institution.</p> <p>The current proposal to remove Edward Nicholson's name from the building is based on thorough and sound historical research in documents in the archives of the University and the Minnesota Historical Society, newspapers from the 1920s and 1930s, other printed sources from the time, and relevant scholarly literature. Anyone who reads the proposal should be utterly appalled by the account of Nicholson's repeated steps to suppress political speech and associations he found antithetical and his reporting secretly on students and faculty members to political operatives outside the University such as Ray Chase. None of the organizations or students and faculty subject to these measures were seen to be doing anything illegal. That the secret surveillance reports on students and faculty which Nicholson collected and those that he sent on to others explicitly noted who were Blacks or Jews suggests decided prejudices against those minorities that should be unacceptable for any officer of the University, least of all a Dean of Students.</p> <p>The most outrageous of Nicholson's repressive measures, in my view, were the instances when he stopped the delivery of letters sent through the U.S. mail to students' mailboxes in the Northrop Auditorium building which came from organizations to which Nicholson objected politically. I also agree with the conclusion in the current proposal that Nicholson's engagement in partisan political action outside the University, including efforts to influence the appointment of Regents, was unethical and highly inappropriate at any time for a high administrative officer of a major public university, who should maintain neutrality in partisan politics.</p> <p>All this convinces me that Edward Nicholson's work as Dean of Students so clearly and strongly violated what should be permanent values of the University of Minnesota and American society as a whole that the University should no longer honor his service by having his name on any campus facility. It should be noted that in recent years other major American universities have recognized that important figures in their past, even former presidents, espoused views or took actions that so clearly violated fundamental principles of the institutions, as understood today, that the universities determined that those individuals should no longer be honored by having their names on campus facilities or academic programs. After much deliberation, the trustees of Princeton University, for instance,</p>	<p>Support removal</p>		

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

Timestamp	Text	Sentiment	Summaries	Summary Examples
3/10/2024 10:25:07	<p>I found the request documentation extremely compelling and thorough. The scholarly research and exhaustive documentation completed by the submitting team is admirable. It seems like a "slam dunk" case that the name of Nicholson Hall should be revoked, and I am grateful that we now have a clear process for moving forward with this type of change.</p>	Support removal		
3/10/2024 15:26:30	<p>I am a retired historian of American religion living in Minneapolis writing to support the request to revoke the name "Nicholson Hall." I grew up in rural Minnesota (Hector, in Renville County), and all my higher education degrees are from the University of Minnesota, Twin Cities (BA History 1964, PhD History 1972, Doctor of Science, honoris causa, 2006). After receiving my PhD in American history, I taught in the history departments at California State University, Bakersfield (1971-1975), the University of Illinois at Chicago (1975-1985), and Yale University (1985-2012), where I also served as Dean of the Graduate School of Arts and Sciences (2004-2010). Since 2012 I have been Adjunct Research Professor of History in the Department of History here at the University of Minnesota, Twin Cities.</p> <p>The record of Nicholson's secret anti-Jewish and anti-Black discrimination over several decades is shocking and shameful. The petition offers abundant evidence that by the standards of his time and ours, Nicholson flouted the conduct expected of every University faculty and staff member and all University officials, especially someone honored to have been appointed Dean of Students. He spied on students because they were Jewish and Black. He employed others to spy on students because they were Jewish and Black. He reported Jewish and Black students to other surveillance agencies, including the FBI, because he believed their race, ethnicity, and religion made them likely radicals and Communists. He worked to suppress student political discussion and activism and employed crude racial stereotypes to pursue these ends. He worked with political figures outside the university, especially the antisemitic propagandist Ray P. Chase, to pursue partisan political ends and influence the selection of University Regents, a gross violation of the neutrality required of every University officer in such matters.</p> <p>Nicholson was making a mockery of the University's dedication "to the advancement of learning and the search for truth" even as stone carvers were initialing that eloquent statement about the University's purpose on the front of Northrup Memorial Auditorium. That he did so as the University's Dean of Students makes his behavior even more disgraceful.</p> <p>Moreover, Nicholson's secrecy obviates any attempt to explain his actions as common in his time. He kept his spying and political machinations secret not merely to make them more effective but to avoid the public outrage that would have required his swift resignation if his actions had been revealed at any time in the 1930s and 1940s, not merely in our time.</p> <p>I am appalled that the building I entered countless times during my wonderful student days at the University turns out to have been named for a University of Minnesota official who spied on minority students, repressed university intellectual life, and maneuvered to shape the election of a University of Minnesota regent, all in the dark of the night.</p> <p>His name disgraces the building on which it appears and the University of Minnesota campus on which it stands. His name should be erased.</p> <p>Sincerely, Jon Butler 148 Malcolm Ave SE Minneapolis, MN 545414 March 10, 2024</p>	Support removal		
3/11/2024 9:34:56	<p>I am in agreement with the request to revoke the name of Nicholson Hall on any building on the U of MN Twin Cities campus.</p>	Support removal		
3/11/2024 11:29:02	<p>The evidence base and rationale provided for the revocation of the name of Nicholson Hall is extremely compelling. The University of Minnesota should not continue to uplift the name of a person who intentionally targeted marginalized students and faculty and abused the power of his university office.</p>	Support removal		

## Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/11/2024 11:30:57	I support the proposal to revoke the name and hope this is the action taken by the University.	Support removal		
3/11/2024 12:29:37	Given the anti-semitic policies of Nicholson, it is obvious that the hall should be renamed. Please do so at once.	Support removal		
3/11/2024 13:55:10	I have reviewed the Executive Summary of the Proposal to Revoke the Name of Nicholson Hall. It seems very clear that Nicholson was involved in a number of activities that brought dishonor to the UMN. I don't doubt that he may have also served the UMN in some admirable ways, but I think the naming of a building needs to take into account any disqualifying behaviors. Nicholson seems to have had a number of those.	Other		
3/11/2024 18:22:42	Governments/Institutions will do anything in the name of "black reparations" except just cut a check for black people. If you actually want to make a difference, send them money. give them scholarships. Changing names doesn't do anything except stroke the ego of white people, making them complacent going forward thinking they did something that matters. You didn't. Congratulations, you managed to make this about yourself by saying that you did something and patting yourself on the back.	Other		
3/11/2024 18:59:48	i agree to revoke the name.	Support removal		
3/11/2024 19:00:09	It's so outdated and sad that Jewish students already deal with extreme amounts of antisemitism, including on campus and there is still a building for Jewish students studies names after an antisemite	Other		
3/11/2024 19:00:19	I think that we should revoke the name.	Support removal		
3/11/2024 19:00:23	Nicholson should not be a name that is attached to the center for Jewish studies	Support removal		
3/11/2024 19:00:38	As we are a large campus that has many people I believe it is important for the university to respect those who attend the umn	Support removal		
3/11/2024 19:01:39	Personally, I think it is disgusting having anything named after anyone who is against any group of people in any way. As a Jewish student, the fact that Jewish studies take place in a building named after an antisemitic person is an uncomfortable thing to think about	Support removal		
3/11/2024 19:05:34	I completely support the revocation of the name Nicholson Hall. Why should the University honor a racist?	Support removal		
3/11/2024 23:48:31	I support the proposal to revoke the name of Nicholson Hall as a student dedicated to DEIA advances as Dean Edward Nicholson continuously betrayed the trust and rights of students to organize for civil rights, ran surveillance on such students, used his power to advocate propaganda on important partisan political topics often on the side of discrimination, and his use of his position for personal objectives rather than the benefit of the students of our University. University buildings should not be named after people with such hateful rhetoric and histories, especially if the University is to maintain its position as an institution dedicated to change to better the world.	Support removal		
3/12/2024 11:58:26	I am in agreement to revoke the name of Nicholson Hall.	Support removal		
3/12/2024 16:14:48	As time marches forward, there are many, many individuals who may have behaved in ways that were acceptable as 'norms' of their time or whom simply 'got away' with actions that defy decency. In some cases, fresh eyes through a lens of humanity, equal justice, and integrity illuminate severe flaws manifest by a person or group. This is one of those situations. The mission of the UMN and its role to its constituents and stellar reputation to the country and world, require that Nicholson Hall be renamed. With great appreciation to those who tirelessly worked to expose the behaviors of Nicholson in the past, thank you for this opportunity to respond.	Support removal		
3/12/2024 21:21:55	I have worked in Nicholson Hall for almost 15 years and I think the name should absolutely be revoked. This change is long past due.	Support removal		
3/12/2024 21:30:25	The current name of Nicholson does not reflect the values of the University of Minnesota nor the departments housed within. If we as an institution are indeed committed to equity and inclusion, we cannot honor a man who suppressed them.	Support removal		
3/13/2024 9:05:03	As a faculty member with an office in Nicholson Hall, I strongly support the proposal to revoke the name of this building, due to Edward E. Nicholson's antisemitic, anti-Communist, and racist acts (documented in the proposal). [5]	Support removal		



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3/13/2024 16:17:40	I support this action as Dean Nicholson's actions were inconsistent with democratic principles given the historical context under which they were taken.	Support removal		
3/13/2024 19:00:46	<p>The proposed revocation of Nicholson's name from the University building are based on accusations of wrongdoing, as the proposal itself says, from a 21st century perspective. I'm not in principle opposed to renaming important buildings to better reflect the values of the University, however the accusations of wrongdoing are presented without any consideration given to counterarguments for what motivated a man to act as he did when he did, and naturally he cannot defend himself. For example it is written as though it is a given that acting against a real or perceived threat of Communism in the early 20th century is wrong. The case could easily be made that whether you are sympathetic to Nicholson or not, he was acting in concordance with the broader societal issues facing his time. A sympathetic view would say he acted to the best of his ability, and that we, 100 years later, should not pass judgement so easily to defame someone unable to defend himself. However, even with my unsympathetic view of that era of US history and criticism for Nicholson's part in it, when presented with the information provided in the proposal, am unconvinced that he should be erased from campus history. There are too many vague accusations against 'student activists' backed up with phrases like 'dozens of reports,' and 'too many to list.' When a specific group being allegedly targeted is mentioned, it is an affiliate of the Communist party. Which again, in keeping with the historical context of the early 20th century seems not only consistent with what was happening broadly in American political life. It could be argued that that was in fact a legitimate threat. Agree or disagree, the proposal accuses Nicholson of preventing the creation of a democratic university. What exactly does that mean? By what metric are we measuring the progress toward an undefined goal? Why is Nicholson being singled out? Keeping in mind that he was only human, what wrong did he do? The proposal accuses Nicholson of antisemitism and racism without substantiating that claim. The only evidence provided is that an ambassador from Nazi Germany visited the U to promote the Berlin Olympic Games. So is the allegation that Nicholson is somehow responsible for Nazism? The United States participated in those Olympic Game. We were not at war with Germany. It is true that the racism and antisemitism of the Nazis was known, as the proposal points out, but that did not and should not condemn the young athletes at the U for participating. Within the same breath the proposal continues the allegation by asserting that Minnesota had at that time a large ethnically German population as if it were evidence of cooperation with Germany. The accusation of antisemitism and racism by association is quite egregious and unfounded. So my question is: why is Nicholson being demonized and to what end is renaming the building doing right? I think this proposal should be considered carefully, and am not against renaming the building, but the argument against Nicholson as provided is insufficient and unscholarly at best. At worst it is defamatory and comes from a place of claimed 21st century moral superiority casting judgement on a man without taking into consideration historical context.</p>	Other		
3/14/2024 8:02:11	<p>I have been considering this matter for a long time. On the one hand, i have two degrees from the U of M. I have taught here for 50 years, and I am Jewish. On the other hand, the decision makers really do not care what i think. In any event a building never should have been named for Edward Nicholson. He represented every thing our University claims to reject: Bigotry, inequality, ignorance, racism, anti-Semitism. In the late 60s I was personally told by multiple veteran professors that faculty and administrators were well aware of Nicholson's history of anti-Semitism and their embarrassment of naming a building after him.They termed his bigotry as a well known fact.</p> <p>In this time of rising ant-Semitism and somehow blaming American Jews for Israeli military decisions and foolish statements by national university leaders, it is more important than ever to reject hatred and end the dishonorable honoring of a bad person who wielded far too much power against minorities just looking for an even playing field and the same starting line at our great University.</p>	Support removal		

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3/14/2024 9:17:40	number all building remove all names. Never name a building. We are all human and make mistakes so no one is pure. I don't want any committee deciding who is pure without sin to have a building named.	Oppose removal		
3/14/2024 9:19:17	Leave the building name alone. Stop catering to progressive idiots. Hard working taxpayers such as myself disagree with cancel culture. Build up this great country don't allow it to be torn down. I give back through volunteerism. Not through claiming victimhood.	Oppose removal		
3/14/2024 9:36:04	Nicholson Hall - Leave the name as is. Reasons: 1. Enough trouble finding locations on campus, without changing names. 2. Costs money to make name changes. 3. Regarding Nicholson, some consideration should be given to the culture at his time. 4. Do most people associate the history relative to a name; maybe, maybe not.	Oppose removal		
3/14/2024 9:46:11	Don't understand the reason for the change of name.	Oppose removal		
3/14/2024 9:58:28	This is not necessary as it doesn't do anything to help the university. There is too much of this type of thing happening and it just adds expense and confusion.	Other		
3/14/2024 10:12:31	Leave the name alone	Oppose removal		
3/14/2024 11:05:30	I have no opinion regarding Dean Nicholson. That said, I am opposed to name changes as a general rule in that we are judging individuals by today's shifting morality and holding them to impossible standards. An individual should not have to be perfect to be remembered and honored for the good that he or she did. If we today find something objectionable in an individual, that does not negate the good that he or she did.  Name changes are a pointless exercise. Surely we today can do more good by using our time to do something good today rather than using our fixed time to erase others from our history. Our history is what it is. Let's learn from it rather than erase it.	Other		
3/14/2024 11:32:40	I support the call for revocation of Edward E. Nicholson's name from Nicholson Hall. I have reviewed the documents gathered by the present and past directors of the Center for Jewish Studies, and I find them persuasive, even moreso after also reviewing archival materials made available through the online exhibition "A Campus Divided: Progressives, Anticomunists, Racism and Antisemitism at the University of Minnesota 1930-1942" ( <a href="https://acampusdivided.umn.edu/">https://acampusdivided.umn.edu/</a> ).	Support removal		
3/14/2024 11:35:54	I don't have strong feelings about renaming Nicholson Hall, but I implore you not to replace a person's name with a corporate name! Quite apart from turning the University into an advertising company, it is hard to know what bad practices a corporation hides--whether is it executives making obscene salaries compared to workers (including US Bank stadium), support for foreign bad actors, or racism, anti-Semitism, or sexism.  Department and colleges move or change their names, so building named after them would also need name changes (although I recognize the Social Sciences Tower has endured many years). Perhaps it makes sense to have a "person of the day" naming policy, choosing a person's name for a building, but planning on changing it every 25 or 50 years, realizing that today's heroes will be tomorrow's deplorables. The only permanent alternative appears to be having something plain and totally impersonal like a street address or building number.	Other		
3/14/2024 11:38:52	Please give it a rest!!	Other		
3/14/2024 11:41:41	if the facts alleged in the request for revocation are deemed true, this appears to be a strong case for renaming	Support removal		
3/14/2024 12:08:11	As an alum and parent of a recent grad, I can't believe there's an actual Naming and Renaming Working Group that gives anymore attention to this ongoing ridiculousness. Leave the name. One day, this very group will be coming after any one of those same members for some perceived offense. Just stop it. Get busy with real issues of the current day. You are not serious people.	Other		

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/14/2024 12:13:24	<p>Dear All-University Honors Committee (AUHC),</p> <p>I'm writing to register my support for the Proposed Nicholson Hall Name Revocation. As someone who has been professionally affiliated with units housed in Nicholson Hall since its renovation in 2005, I find the evidence of Dean Nicholson's role in political censorship and repression, the lack of donor affiliation, and the information documented in the Proposal to Revoke the Name of Nicholson Hall quite compelling.</p> <p>I was a graduate student in the Department of Classical and Near Eastern Religions and Cultures from 2004-2007. We moved into the newly renovated building together.</p> <p>I worked as department staff in the Departments of Classical and Near Eastern Religions and Cultures and Cultural Studies and Comparative Literature from 2007–2014.</p> <p>I have been an affiliated member of the Program in Religious Studies since 2010.</p> <p>I received my PhD from the Department of Cultural Studies and Comparative Literature in 2021.</p> <p>I worked in the Dean's Office in the College of Liberal Arts from 2015–2021 and served as staff to the President's and Provost's Advisory Committee on University History, which was responsible for the Report of the Task Force on Building Names and Institutional History ("The Coleman Report").</p> <p>Key findings from the Report of the Task Force on Building Names and Institutional History regarding Dean Nicholson's actions while serving as dean of student affairs include the following:</p> <p>"An examination of Nicholson's actions shows that antisemitism drove significant aspects of his conduct in office, that he conducted surveillance on student activists, and that he used his official role at the University to promote his own political views and censor political speech of others with whom he disagreed." (p. 46)</p> <p>"Our assessment of Nicholson's legacy, therefore, must involve not only his personal bigotry but also his violation of University and broader norms of academic freedom, due process, and free speech." (p. 51)</p> <p>Separately, Section V. of the Board of Regents Policy: Namings and Renamings refers to namings associated with gifts or sponsorships as a consideration for honorifics. In this case, however, the honorific was established without substantial donor affiliation. From page 14 of the President's Report of 1944–1946: "Following a now well-established policy of renaming campus buildings after well-known former members of the faculty or staff, the Board of Regents, on recommendation of a faculty committee, renamed the 'Old Union' Nicholson Hall, thus honoring Dean Edward E. Nicholson, who several years ago retired from the office of the Dean of Student Affairs."</p> <p>Nicholson Hall has served as my academic and professional home for the majority of my career at the University of Minnesota. Many of my closest professional relationships are with folks who still work in the building. I have fond memories of, and a strong emotional connection to, the spaces in which I have studied and worked since the 2005 renovation, and I have come to think of Nicholson Hall as my home on campus. Yet, none of these positive connections have anything to do with the building's name. In truth, it rather taints the otherwise very positive experience. I know that I am not alone in these feelings.</p> <p>It is in this spirit that I strongly support the Proposed Nicholson Hall Name Revocation. The name is no longer appropriate in the current Zeitgeist. Nor can you expect significant donor objection (in fact, you may find significant interest in securing donor support for a new name). The University has been presented with a compelling opportunity to make a bold choice for the betterment of our community. I strongly support the request to revoke the name of Nicholson Hall.</p>	Support removal		

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3/14/2024 13:03:28	I believe one of the main reason for educational institutions at all levels is to teach history -good or bad. It is what happened. That can't be changed. Hopefully society will learn from its mistakes but I don't believe that happens when attempts to erase or forget "true history" are engaged. When history is erased, no nation or institution will be enriched . Finally, its appears that a few in society want to make changes to history because some history is not pretty. I say spend your time on more constructive issues that will really improved society.	Oppose removal		
3/14/2024 13:22:49	I worked and studied in Nicholson Hall for five years in a graduate program with the former Classical and Near Eastern Studies department. I support the proposed renaming.	Support removal		
3/14/2024 13:35:04	I'm in support of renaming Nicholson Hall, but rather than wiping away history, I would like to see some type of permanent exhibit that speaks to Nicholson's contributions to the University as well as his "complicated legacy."	Support removal		
3/14/2024 13:59:09	After reading the report, I am strongly in support of the Name Revocation of Nicholson Hall.	Support removal		
3/14/2024 14:02:51	Please re-name Nicholson Hall to honor a different UMN leader.	Support removal		
3/14/2024 14:05:20	I am making a public response to this proposal of renaming of Nicholson Hall on behalf of the Nicholson family . ( my Late husband M Edward Nicholson was the Dean's grandson )  The period of time the Dean was with the University in Leadership was a very dark time in history of the United States and Minneapolis in particular. With using the current Lense he is portrayed as an evil man .You supposedly hundreds of pages of material which I have no way to fact check but I don't excuse his mistakes .  i want to present the other side of the Dean. He committed over 40 years to the University both as an instructor and later as dean of student affairs retiring in 1941. He died in 1949 so quite certainly no one currently at the University is alive to say what it was to work with him.  To his credit he helped start the General College to help underprepared students . That helped probably thousands of minorities -- black Jewish and women students actually attend the University whereas they wouldn't have been qualified for admission A fact he was very proud of !!! That later morphed . into the Community college system  Enough say : You are going to do what you are going to do but our question.is Why only Nicholson Hall . Why not Coffman in particular and the other named buildings .Just put numbers addresses on the buildings . No one is perfect enough to get a building named after them.  Catherine E Holtzclaw	Oppose removal		
3/14/2024 14:08:41	I support this request and urge Interim President Ettinger and the Regents to support this and revoke the name of Nicholson Hall. In hindsight we see the shameful activities Nicholson undertook as president of the University, and continuing to honor him with a named building is disrespectful of students, faculty, staff, alumni, and our community.  It is long past time that we do this. As an alumna and past CLA employee, I know Nicholson Hall and the activities within it well. It's a gross injustice to have his name on this building.	Support removal		
3/14/2024 14:16:04	I say leave it as it is. Whatever issue was raised happened over 80 years ago. Are we really going to continue to revisit everything in history. Enough is enough.	Oppose removal		

Public Comments Regarding the Request to Revoke the Name of Nicholson Hall

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3/14/2024 14:24:15	Per University policy, the All-University Honors Committee (AUHC) is collecting public feedback related to the proposal submitted to revoke the name of Nicholson Hall. Please submit your feedback below.			
3/14/2024 14:24:15	No, do not rename the Nicholson Hall.	Oppose removal		
3/14/2024 14:34:09	I see nothing stating a reason for changing the name, nor any commentary regarding a substitute name.....	Other		
3/14/2024 16:08:06	As time goes on, we will all be forgotten. Nowadays, Universities name buildings/arenas/etc. after people who donate a lot of \$\$\$\$. So the names become meaningless as time passes. Often, when someone else comes along with more \$\$\$\$, a building is renamed. Nobody will remember years from now, so does it really matter? Change it. Who cares? When the people who gave the money are dead, that may be the best time to change the name so they won't feel bad. But future generations won't know or care. [6]	Other		
3/14/2024 14:58:02	Edward Nicholson did not represent the spirit, mission, identity and goals of the University of Minnesota. In fact, his efforts to undercut those values included blatant antisemitism, collaboration with FBI agents off campus, surveillance of students, and other violations of the policies and values of the University. His name should be removed from any and all buildings, sites, or classrooms on any and all University campuses. Thank you, Elaine Tyler May, Regents Professor Emerita, Departments of American Studies and History [7]	Support removal		
3/14/2024 15:22:20	Gopher [8]	Other		
3/14/2024 15:39:50	I am wondering how much money this would cost and if that cost is worth it. The guy retired in 1941. While I understand there are those who take offense at the actions of Nicholson, maybe instead of removing his name we use this as a teachable moment. The world - and the University of Minnesota - has changed tremendously since 1941. Judging historical figures through the lens of the present is bound to uncover offensive behavior - for anyone.	Other		
3/14/2024 16:15:00	Agree to renaming	Support removal		
3/14/2024 17:16:58	NO! This silly woke culture needs to be stopped!	Oppose removal		
3/14/2024 21:49:56	The reasons for revocation appear to be sound and would warrant a revocation of the building name.	Support removal		
3/15/2024 10:57:17	I think the renaming is without merit. The University has better things to do than sending time looking backwards. I suggest you move on to other things and look forward.	Oppose removal		



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3/15/2024 11:00:21	<p>I am writing to strongly support the proposal to rename Nicholson Hall. Dean Nicholson does not represent the values of the University of Minnesota articulated in its 2008 Mission Statement adopted by the Board of Regents.</p> <p>As described in a meticulously researched paper by Professors Morris, Paradise, Prell, and Schroeter, Nicholson engaged in inappropriate surveillance of students, actively barred and discouraged student activities intended to make the University more egalitarian and democratic (e.g. ending segregated student housing) and to encourage discussion of major political issues of the time (e.g. labor unions, international relations). His surveillance also involved passing on student names to authorities including the FBI and political groups opposed to them. Today these activities would be unconscionable.</p> <p>The report details a number of other violations of academic values, each of which would be grounds for challenging the continuing honor of a building name. I imagine a campus where the names of the buildings pass on a story about the best in our history, the leaders on whose shoulders we build our aspirations for the university. Edward Nicholson – now that we fully understand the harm he caused—is not worthy of that honor today.</p> <p>I note that the building that bears his name has already been renamed multiple times! Each time marks a turn in the history of the university and the purposes of the building. It is time to do it again.</p> <p>Sincerely, Sara M. Evans Regents Professor Emerita Department of History</p>	Support removal		
3/15/2024 12:35:55	No, we should learn from our history not remove it. Is it a small special interest non university group that is leading the charge to change the name? Call it Building A, no threat to any group??	Oppose removal		
3/15/2024 14:06:35	I agree with changing the name if the information is true and correct.	Support removal		

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3/15/2024 15:28:48	<p>The following letter was passed by the Undergraduate Student Government Executive Board.</p> <p>To Whom It May Concern:</p> <p>We, the Executive Board of the University of Minnesota Undergraduate Student Government, want to express our utmost support for the effort to rename Nicholson Hall. Undergraduate Student Government has consistently received feedback from students that building names are an important concern and something that impacts their feelings of belonging on campus.</p> <p>The Board of Regents policy on building namings and renamings specifies that for a name to be eligible for revocation, a revocation request must address the following criteria:</p> <p>The specific behavior of the individual or non-University entity after whom a significant University asset is named that is inconsistent with the University's mission, jeopardizes the integrity of the University, or presents risk or harm to the reputation of the University;                      The sources and strength of the information of that behavior;                      The nature, depth, and extent of the present and future harm that the continued use of the name may inflict on the University.</p> <p>The report submitted by Professors Morris, Paradise, Prell, and Schroeter clearly outlines the ways in which Dean Edward E. Nicholson weaponized his role's powers, targeted students, stifled free speech, and broadly failed the University community. Throughout his tenure, Nicholson stood in direct opposition to the University's core values. By honoring him, we are failing to reckon with our University's past and not taking the necessary steps to build a more inclusive and tolerant future.</p> <p>As representatives of the undergraduate student body and concerned partners in building a more supportive campus environment, we proudly join the call for the revocation of Nicholson Hall's name.</p> <p>Regards,                      Undergraduate Student Government Executive Board</p> <p>A copy of this statement can also be viewed on our website and has been emailed to uawards@umn.edu</p>	Support removal		
3/15/2024 15:33:00	I was just curious who was Nicholson and why do you want to change the name of that hall? A lot of these changes to me appear to be just petty grievances of history that we can't really change anyway.	Other		
3/15/2024 16:21:24	<p>I'm generally against renaming buildings when very few people even know who the building was named after. It seems like an incredible amount of wasted time to perform all the research that went into this proposal. Based on the evidence presented it seems like Nicholson didn't deserve to have a building named after him although I don't know how that decision was made. If Nicholson were a Confederate general or a closet Nazi, I would strongly agree his name should be removed. In the end it is probably inevitable that his name will be removed. It's only question of the end result will be positive or negative.</p> <p>If the building is renamed, I suggest it be named after the first black, Jewish football player at U of M, Bobby Marshall (circa 1906).</p>	Other		
3/15/2024 18:35:47	I recommend that Paul Wellstone's name be considered in your review of names for Nicholson Hall in memory of his service to Minnesota, the nation and those constituencies that are underrepresented in our country.	Other		
3/16/2024 11:40:57	Come on you clowns. Stop listening to these millennials and their micro aggressions. I am a multi year UMAA, multi sport season ticket holder, Minneapolis resident and U lover. The U has slapped Nicholson's transgressions over every piece that mentions his name. Give it a rest. Everyone during that period was surveying purported communists. Do you actually think cancellation won't eventually come for you? Twits. Rent a back bone.	Other		

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3/18/2024 8:58:16	I fully support the effort to revoke the name of Nicholson Hall, everything I've read about Dean Nicholson has indicated that he did actively undermine the University's goals of educational equality and intellectual openness by repressing free expression and open debate on campus and punishing students who sought civil liberties during his tenure and therefore to have the building named after him is a disservice to our campus. I also support including something in the building explaining the rationale for the renaming of the building to educate current and future students, faculty, staff, alumni and the public.	Support removal		
3/18/2024 9:27:32	As a student double-majoring in History and Jewish Studies, I find the name of Dean Nicholson being given to a campus building extremely troubling. Since starting here at the University, projects like A Campus Divided have exposed me to the disgraceful conduct Dean Nicholson engaged in during his time on the University staff. Breakdowns in security of student speech and experience under his leadership and by his own hand would be unacceptable on our campus today and should be taken into account when making the decision on renaming Nicholson Hall. Additionally, the racism, antisemitism, and prejudices against certain student groups and political affiliations that dictated many of Dean Nicholson's actions and policies while he was in office should serve as precedent for the removal of his name from Nicholson Hall. Nicholson Hall represents offices of student support, various religious and cultural studies, and the Center for Jewish Studies; a department with a staff and mission very important to me. A building that represents safe spaces for so many students of different backgrounds should not be represented by the name of an administrator who used his power to stand against many of these groups. I urge the committees engaged with this decision, and the Board of Regents itself to take this valuable opportunity to enact meaningful change by revoking the name Nicholson Hall. Time and again, renaming efforts have stalled within their processes: I hope decisionmakers will let this push to rename Nicholson Hall stand as a success in the larger effort to rename buildings across the University's campuses.	Support removal		
3/18/2024 10:01:52	I support the effort to rename Nicholson Hall. The proposal was well documented and showed that Nicholson is not someone who should continue to be honored by the U of M with a building named for him. The proposal shows that keeping his name on the building is inconsistent with the University's mission and I do think that it jeopardizes the University's integrity. Removing his name from the building doesn't mean that he was a terrible person or that his contributions, such as they were, are being erased from history; it means that he is not worthy of having a building named for him on campus. I hope that the Regents will vote to remove his name. [9]	Support removal		
3/18/2024 10:13:03	<p>Just stop. Stop renaming everything based on faux outrage of today's students and/or faculty. Nicholson Hall is named after a longtime U of M executive leader. Were some of his practices questionable? Sure. But who hasn't done something questionable? And who wants to be judged by societal standards a century later?</p> <p>Just stop. The cost of renaming buildings or changing flags or pretending history didn't happen is just absurd. The U of M needs to focus on serving students with quality education that will get them moved into good careers. The U of M lost that bearing during the Joan Gabel years. Time to focus on the actual purpose of higher education in 2024. Prep for good careers.</p>	Other		
3/18/2024 10:25:34	My feedback has been rejected as being too long to fit. I won't have time to revise it, and it would defeat my purpose anyway. Please advise me of an alternative means of submitting my comments.	Other		

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3/18/2024 12:32:38	As a UMNTC alum, current staff member, and Jewish person, I fully support the request to revoke the name of Nicholson Hall on the UMNTC campus. From the revocation request report, it is clear that there is substantial evidence indicating that Edward Nicholson was, to put it lightly, racist, anti-semitic, and suppressed student activism. Spying on students, suppressing the open exchange of ideas, and using his influence as dean to further his own political goals clearly goes against the University's mission and values. It is a great honor to name a building after someone - it is ironic that UMN honors someone like Nicholson who worked to undermine the values that UMN purports to work towards. I echo the call to remove Edward Nicholson's name from a University building.	Support removal		
3/18/2024 13:00:36	The extensive archival research done about Nicholson's attitudes and actions at the UMN are clearly spelled out in the request for revocation. His clear and particularly intense attempts to oppress and use surveillance on students of particular religion and groups stands out in contrast to what the UMN stands for now, and even at the time he served as Dean. It is appropriate to rename the building to something that honors the students who were subject to his harassment, oppression and surveillance.	Support removal		
3/18/2024 13:28:40	I am in full support of changing the name of Nicholson Hall. I am an Associate Professor and Director of Graduate Studies in the Department of Classical and Near Eastern Religions and Cultures. I am also an affiliated faculty member of the Center for Jewish Studies. The documented evidence of Dean Nicholson undermining the intellectual life and educational equality of students during his time as dean does not reflect UMN values, or for that matter, does not even reflect the constitutional values of the U.S. at the time he was dean. I am particularly disturbed by his participation in secret surveillance of Jewish and Blacks students, which is the kind of activity that in the early 1970's, the U.S. Congress publicly condemned and discontinued in the F.B.I. because of its violation of constitutional limitations on intelligence gathering (J. Edgar Hoover's COINTELPRO). Given that the Center for Jewish Studies is housed in Nicholson, it is even more disturbing that the name has not been revoked. To quote my chair, "The time has come to honor someone else who believes in the highest values of our university--inclusion, respect, dignity for all, freedom of expression, freedom of inquiry, and basic decency."	Support removal		
3/18/2024 13:40:01	I support the proposal to rename Nicholson Hall. I understand that Dean Nicholson's works are not solely framed by the assertions of disrepute in the revocation proposal now before the University. But those allegations were not before whatever Committee initially named the building in his honor, and there is no guarantee that a building remain named for someone in perpetuity. The allegations in the revocation proposal are sufficiently serious to justify a renaming now.	Support removal		
3/18/2024 13:52:39	I support the proposal to revoke the name of Nicholson Hall. The request presents compelling evidence that Edward Nicholson engaged in behavior wholly inconsistent with the University's mission and guiding principles of fostering a civil environment conducive to the free exchange of diverse ideas. Continuing to imply support for his behavior by having a building named in his honor undermines the contemporary upholding of these ideals.	Support removal		

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3/18/2024 14:09:51	<p>Dear committee members,</p> <p>I write to question the initiative to change the name of Nicholson Hall. I do so not because I agree with Dean Nicholson's viewpoints and actions (I don't), but because I question the desire to do away with those elements of the past that we disagree with. I think it is incumbent upon us to learn to live with these elements as part of the tradition we inherit: we'll learn far more from asking why it was possible for Dean Nicholson to take the stances he did, and nonetheless be celebrated to the point of having a building named after him, than we will from dropping the name and thus no longer being confronted with these questions. At a time when education is at an absolute crisis point, due largely to the instrumentalization of learning that is happening under our watch, I think it is highly likely that future scholars will look less than favourably upon our own faults and shortcomings. These scholars will only be able to chart a new course if they consider our mistakes not as something to be wiped from the slate of their present, but as part of the living legacy with which they must grapple.</p> <p>Sincerely, Cory Stockwell</p>	Oppose removal		
3/18/2024 14:38:53	Changing the name of Nicholson shows the progression of the campus. It shows that the University supports all students, and recognizes history. Nicholson backs anti-semitic and racist policies within the UMN. Removing his name shows that the UMN aligns with anti-racism and forward-thinking.	Support removal		
3/18/2024 14:40:21	Nicholson Hall should remain as it is currently named. We should not rewrite history in the fashion of the present day.	Oppose removal		



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	<p>In full accord with the the current Board of Regents Policy on Renamings and Revocation, I emphatically ask the All-University Honors Committee to revoke the name of Nicholson Hall, inasmuch as Edward E. Nicholson's name is demonstrably inconsistent with the University's mission, jeopardizes its integrity, and harms its reputation. As an undergraduate and graduate alumnus of the University, as a faculty member of its Academy of Distinguished Teachers with more than 35 years of service, as a former Chair of its Department of African American &amp; African Studies, as a member of the President's' Task Force on Naming Policy, and as the member of a parental generation of African American students who suffered directly from--and vigorously opposed--the 1930s segregationist and antisemitic campus policies of President Lotus Coffman that Edward Nicholson demonstrably facilitated, I believe that this revocation is a necessary accompaniment to corollary efforts to restore in some measure the institutional honor that has been visibly tarnished. I append to this response the recently reprinted text in the Minnesota Daily, March 17, 2024, of my presentation to the University Board of Regents meeting in May 2019, which puts my call today for revocation in broader context.</p> <p>Appendix:</p> <p>[Extra special thanks to Emeritus Professor John Wright for his scholarship and his authenticity. This is the speech he gave at that May 2019 meeting while surrounded by Regents and UMPD who wanted to arrest him. Professor Wright was surrounded by audience members who were standing between him and UMPD. (Comment</p> <p>Professor John Wright said:</p> <p>Thank you very much.</p> <p>This is an extraordinary occasion for me on multiple grounds. One, in part, because I'm in the very last weeks of over 35 years on the faculty of this University, preceded by a decade as a student, an undergraduate and graduate student here from 1963 to 1973. I've been on the faculty since 1984. But I'm part of a family lineage that has ties to this University that go back to 1901, when my grandfather, for whom I am named, engaged in a debate in Bethesda Baptist Church here in the Elliott Park neighborhood of Minneapolis, with three black law [students and] graduates of the law school [here] at the University of Minnesota, on an issue of moment to the African American community at the time.</p> <p>And the issue that they debated — they used formal debate procedures in this regard, two teams on each side of the issue they debated. A panel of professional judges, including other university-trained legal and theological scholars [from] elsewhere. The question they were debating was whether or not the health, welfare and prosperity of the African American community of this country might be best served by [conventional social reform efforts] or by the creation of an independent black commonwealth within the United States.</p> <p>My grandfather and Harvey Burke, again, who [subsequently] graduated from the University Law School in 1908, argued for the affirmative; and McCant Stewart, and Joseph Reid, who also, again, were graduates of the University's Law School, argued in the negative. The debate judges agreed that my grandfather and Harvey Burke had won the debate in formal terms. [But] the audience sided with the negatives in that regard.</p> <p>The tie between the African American community and this University are long on multiple levels. It's a rich and very complex and conflictual history. I had the pleasure, and sometimes the pain, to be involved with it for over three generations. And, in part, that overlaps and exceeds the era of Lotus Coffman, ... the longest-serving University president here from 1920 to 1938.</p> <p>My aunt and my father were members of the very first black student organization on this campus — the Council of Negro Students, which began in 1936..., and which organized primarily to resist the policies that President Coffman and his deans and other administrators put in place to essentially create a Jim Crow set of policies for the interaction of the races on this campus.</p> <p>My aunt had graduated as the valedictorian of North High's class of 1934, and had skipped two grades, was a brilliant mathematician, and who entered this University in what was then called the School of Technology--later to become the Institute of Technology--that I would enter as a freshman in 1963. She was then one of only five or six women students in the School of Technology--and the only African American student.</p>			

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3/18/2024 15:55:51	I am in full agreement for a name change to Nicholson Hall based on the materials submitted. I believe strongly that the name of a building should reflect the mission of the University, and there is strong evidence included in the submitted Name Change request that details why a new name should be chosen. Thank you for your consideration.	Support removal		
3/18/2024 16:25:49	In light of the deep research in University and community archives that my colleagues in the College of Liberal Arts (CLA) have conducted and the persuasive report of their findings presented here, I strongly support revocation of the name of Nicholson Hall and urge that the building be renamed. As the record attests, former CLA Dean of Student Affairs Edward E. Nicholson, for whom the building is named, took actions that propagated egregious antisemitism and anti-Black racism, as well as anti-labor practices and persecution of the political left, on the University of Minnesota campus and beyond. These actions included surveillance and violation of the civil liberties and academic freedoms of primarily Jewish and Black student activists and faculty, as well as other students and faculty who fought for racial, social, and economic transformation during the 1920s and 1930s: a pivotal moment in U.S. and international history in which the rise of Nazism, the entrenchment of Jim Crow, and reactionary opposition to racial equity and desegregation, unionization, and anti-militarism reverberated on this very campus. No University building should honor the abhorrent legacies of antisemitism, anti-Black racism, or any other form of racism, bigotry, or discrimination, nor should any University building honor abrogation of the rights of all members of the University community to speak freely on matters of public conscience and to demand justice for all persons, communities, and peoples.	Support removal		
3/18/2024 21:39:05	<p>I am a graduate of the University of Minnesota from 1999 with a master's degree in Public Health and 2010 with a doctoral degree in Epidemiology. My University of Minnesota education taught me the importance of respecting all cultures and having open discourse in not only community health intervention and research, but also in my personal activism. Having a University building named after a dean who sought to restrain the voices of student activists in order to encourage a racist social agenda runs contrary to these values.</p> <p>The University of Minnesota has a responsibility to model the values of free political discourse and respect for all voices that its brilliant faculty have taught its students. The University currently has an opportunity to address the past and to move forward in culturally sensitive manner by changing the name of a building that causes hurt to entire communities on the campus.</p> <p>Currently, I work for a multinational pharmaceutical company with employees from all over the world. The leadership embraces the value of cultural diversity in all aspects of its operations. Engaging the talents and voices of its diverse employee team is critical to attracting top talent and staying competitive. If the country's top companies demonstrate these values every day, so should a world class university that trains the workforce of the future.</p> <p>Please revoke the name of Edward Nicholson from the campus building that carries his name.</p>	Support removal		
3/20/2024 9:31:10	I wholeheartedly support the proposal to revoke the name of Nicholson Hall.	Support removal		
3/23/2024 0:03:33	I disagree with the rationale behind the proposal to rename Nicholson Hall. It			
3/27/2024 10:15:24	I apologize for being late in getting in comments. I strongly support the case			
3/11/24 10:36	I applaud the efforts of the University to rename Nicholson Hall. Dean Nicholson was my ex-husband's grandfather. In addition to his atrocities during his tenure as Dean, he also treated his family with shameless bigotry and disregard. As a Jew, I am fortunate to have never met the man. Please continue in your quest for social justice. Barbara (Hursh) Nicholson	Support removal		

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	Total support removal	268		
	Total oppose removal	44		
	Total OTHER	50		

## Against the Condescension of Posterity: A Defense of Dean Nicholson.

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I am seeking to rescue the poor stockinger, the Luddite cropper, the `obsolete' hand-loom weaver, the `utopian' artisan—and even the deluded follower of Joanna Southcott—from the enormous condescension of posterity. Their crafts and traditions may have been dying; their hostility to the new industrialism may have been backward-looking; their communitarian ideals may have been fantasies; their insurrectionary conspiracies may have been foolhardy. . . . but **they lived through these times of acute social disturbance and we did not**. E. P. Thompson, author of the *Making of the English Working Class* warning the over-zealous against the “condescension of posterity.”

*De mortuis nil nisi bonum*

In this short statement I wish to defend former Dean of Student Affairs Edward Nicholson against the charges of moral turpitude and abuse of his office brought against him by Professor Riv-Ellen Prell and her co-authors (“Prell et al.”). Unfortunately, he cannot be here to defend himself. I undertake this task under protest because I have had only a bare 18 days to prepare my statement whereas Nicholson’s critics have devoted years, if not decades, to building their case against him. I think the process is a grubby way of treating a former colleague and lacks even the semblance of fairness. I have more to add to the statement, but I have run out of time. In the circumstances, you will understand that I can’t guarantee that my statement is free of errors.

### **The question of surveillance on campus**

Dean Nicholson’s actions can’t be fairly judged without taking into account the very different relationship between universities and students at the time of these events. Let me illustrate that difference by means of three vignettes from the U of M campus in the 1920s and 1930s.

- In 1935, Sheldon Kaplan slept through two ROTC drill classes. As a result, he was suspended for the rest of the quarter. Shortly after his suspension, President Coffman reviewed his case and reinstated him. But I want to point out a revealing detail in Kaplan’s case: His suspension notice was not addressed to him, but to his father, Max Kaplan of Washburn Ave.
- On May 26, 1936, Dean Nicholson addressed the following question to Rosalind Matusow: “When you came here and moved to Sanford Hall, you were tremendously interested and began distributing literature and discussing it with the girls?”
- On March 10, 1937, an undergraduate, Harry Ecklund, petitioned the Senate Committee on Student Affairs for recognition of the Communist Club. When questioned about why he objected to disclosing the names of the Club’s members. One of the three reasons he gave was that some parents permitted their children to attend the University on condition that they did not participate in radical activities. Ecklund’s explanation drew a quick response from a committee member: “Are you expecting us to permit the University to cover up for you and hide from the parents what their child is doing?”

The point of these examples is to remind us that, back in the 1930s, undergraduates were children. That was so in the eyes of the law. But not just in the eyes of the law. As Robert Cohen says in his fine book, *When the Old Left was Young*, university administrators believed that undergraduates lacked intellectual maturity and were therefore ripe for exploitation and manipulation by cynical radical agitators (p. 103). Cohen quotes from a presentation made by the University of Minnesota’s president, Lotus Coffman, at the time (L. D. Coffman “The Exploitation of Youth,” National Association of State Universities in 1935). To Coffman, the political naivete of undergraduates made them . . .

. . . easy prey for the social racketeer who tells them that America is not the fair land of hope and opportunity that it was pictured to be . . . The very folly and inexperience of youth make them easy victims of those who would use them for some ulterior purpose; the more majestic, the more emotional the appeal, the easier it is to lead the [college] youth.

“Since undergraduates were deemed too intellectually weak and politically naïve to defend themselves . . . these college officials thought it their duty to protect their young flock from the wolves of the Left” (Cohen, *ibid.*).



As recently as the late 1960s or even the 1970s, the legal regime governing the relationship between colleges and undergraduates was the doctrine of “in loco parentis.” Universities were deemed to stand *in the place of the parent*, and exercised the same powers as a parent would toward his or her child.

“In its heyday, in loco parentis located power in the university—not in courts of law, or in the students. In loco parentis promoted the image of the parental university and insured that most problems were handled within the university, by the university, and often quietly” (p. 17). (Bickel, R. D., & Peter F. Lake, P. F. (1999). *The Rights and Responsibilities of the Modern University: Who Assumes the Risk of College Life?* Durham, NC: Carolina Academic Press).

Along with the powers deemed to have been delegated to colleges by parents, there were reciprocal responsibilities. Not just students’ physical safety, but also their moral safety. That was a widespread expectation at the time, and it was embodied in the law. It is reasonable to suppose that many parents would have been horrified to learn that the University permitted communists to openly proselytize for followers among their children. Even more than now, colleges had a duty to consider parents’ concerns.

Also, if Nicholson seems to have been hypersensitive to any encroachment or infiltration of the campus by outsiders (e.g., “overtown”), it must be remembered that, since medieval times, if not earlier, there has been a separation between town and gown. That sometimes came to bloodshed. Cambridge University was founded by a breakaway group of Oxford University scholars after a dispute with local townspeople. There was also a longstanding belief (probably going back to monastic times) that learning would flourish best if it were insulated from external secular influences.

As a legal matter, the doctrine of in loco parentis meant that “College administrators had not only the power, but the legal right to exert disciplinary authority over undergraduates. . . . Throughout the first third of the twentieth century, state and federal judges, citing this paternalistic legal doctrine, backed even the most arbitrary disciplining of undergraduates by college administrators.” (Cohen, p. 60). As result, Nicholson was not a private citizen, except nominally. For all practical purposes, he was the law. And he was the only sheriff in town.

Nicholson “deputized” some of the staff in his office. Indeed, it is reasonable to suppose that they may have been hired for that purpose. After all, the Dean of Student Affairs’ duties were not limited to drafting rules to implement edicts issued by the Regents. Rules are meaningless unless they are enforced. That, in turn, meant monitoring compliance. And Nicholson could not be everywhere at once, so he had to delegate some of that duty.

One irony is that, for all their denunciations of Nicholson’s “surveillance” of student clubs on campus, Prell et al. implicitly endorse it. They complain that Nicholson rejected the recognition of a club if he believed it “was under the control of the Communist Party,” ***although he offered no proof that was the case***” (p. 13; my emphasis). But, of course, you can’t offer proof unless you can first gather the necessary evidence, and that is what Nicholson did. The question is not an either/or one. It is a question of “when?” and “how?”

As I have noted, one of Nicholson’s recurring concern was the influence of outsiders on the campus. But in the 1930s, that did not just mean from “overtown.” It meant a new breed of outsiders – “operatives” (to use a favorite term as Prell et al.) who were placed on campus at the direction agents of a foreign power. Nicholson’s fears were not baseless. (I discuss the case of Rosalind Matusow below). As Robert Cohen notes, “[N]o group played a larger or more decisive role in the student movement’s leadership than the communists...” (Cohen, p. xvi). These activists (at least the communists) were “disingenuous” (Cohen’s description). They concealed their loyalty to communism.

The case of Rosalind Matusow posed an unaccustomed dilemma for Nicholson. How should he handle a student who was an agent of a foreign power (albeit at several removes)? And should the University’s resources be made available to a student club that would proselytize among students for that foreign power? The same dilemma played out at colleges across the United States in the 1930s.

### **The case of Rosalind Matusow**

In early 1936, Nicholson received a letter from a Mrs. Benjamin Williams of Hackensack, New Jersey. It deserves to be reproduced in full, as much for the atmospherics of the time as the information it contains.

[Dear Dean]:

You have enrolled in your college a Miss Rosalind Matusaw [sic] of Main Street, Hackensack, New Jersey, who is a very active communist here in Hackensack and Passaic. She uses the "League against War and Fascism" and "The American Youth Congress" as a cloak for her activities in the "Young Communist League" (Although these three organizations have since merged). She participated in a strike of the Chain Store Novelty Company in Hackensack and also a tie factory.

The Young Communist League arranged for her transfer to the Y.C.L. in Minneapolis. She now corresponds with one of the leaders and organizers, one "Punky Pinchevsky" of 152 Hope Avenue – Passaic, New Jersey, who sends her literature: "New Masses," "Daily Worker", etc. – also directs how she is to indoctrinate and spread propaganda thru the college. Work from within is their slogan. [I think the phrase was actually "bore from within"]. She wears the official yellow and red badge of the Y.C.L., and is also a member of the International Workers Union. I can also readily name many other officers of the Communist League who have been in touch with Rosalind Matusaw.

I am very much interested in breaking up these revolutionary ideas among our youth and feel sure that you too will be glad to do so. I would appreciate your views on this.

Your very truly,

Mrs. Benjamin Williams (Signed)  
64 Prospect Ave. Apt. [not legible]  
Hackensack, New Jersey

Not surprisingly, when Rosalind Matusow presented a petition to the Senate Committee for Student Affairs for recognition of a "Communist Club [or Group]" on May 21 and, again, on May 26, 1936, she received a grilling. The committee comprised both faculty and students, and it was chaired by Nicholson. Matusow initially held up remarkably well to the inquisition, but soon she was caught red-handed in a lie about how long she had been a communist (Y.C.L. or Young Communist League):

Dean [of Women Anne] Blitz: How long have you been a member of the Young Communist League?

A: A year last October [one month after arriving on campus].

Dean Blitz: You joined instantly on coming here?

Dean Blitz: You had no connection previously at all?

A: No

Dean Nicholson: When you came here and moved to Sanford Hall, you were tremendously interested and began distributing literature and discussing it with the girls?

Eventually, Matusow seems to have realized her denials were pointless, and she retracted them:

Dean Blitz: The initiative for this action came from the group of the League?

Answer: They had the idea . . . .

Dean Blitz: The initiative came from the Young Communists League?

Answer: Yes, but that doesn't imply that it will dominate the Club.

Answer: It doesn't imply that it won't either. . . .

On May 26, 1936, Matusow admitted that "I was appointed to do the work that is to apply for recognition and to speak for it."

With this admission behind her, Matusow 's replied with remarkable candor to the committee's remaining questions. In answer to an unrecorded question, she described her philosophy as follows:

Answer: Our idea is that any way the United States undertakes is not in its interest. Our program is still to defend the Soviet Union because it is the one socialistic country in the world. If this Union is ever defeated, it means the whole idea of socialism is wrong" (EXHIBIT 1, Abstract, p. 4).

Dean Nicholson: . . . Is it not true that it is one of your real duties and responsibilities to be educating people and moving them a little closer to the Communist side? . . .

At the close of the meeting, the committee unanimously declined to recognize the Communist Club. The abstract records that “The committee felt that as a state supported institution it is unfitting to recognize an organization that aims directly at its destruction. Recognition to the Communist club was refused unanimously.”

Prell et al. are dismissive of Matusow’s lies about her communist ties. They are scornful of Mrs. Williams (“a person in New Jersey who accused her of being a communist”). They question whether Matusow received due process. They can’t even bring themselves to acknowledge that she was a communist who was acting on the orders of the League. That pretty much sets a pattern for the rest of their case for stripping Nicholson’s from the campus building that honors his memory. They show no curiosity about the possibility that Matusow might have followed instructions from her handlers to, for example, spy for the Soviet Union or hire others to do so, but they are obsessed with Dean Nicholson’s practice of sending staff members (incognito) to monitor clubs on campus.

### **What was the fate of the petition for the Communist Club?**

After almost a full year of haggling and the intercession of a group of faculty members (notably political science professor Benjamin Lippincott), a bargain was struck whereby the Senate Committee on Student Affairs granted provisional recognition for one year to a “Marxian Club” (APPENDIX, Exhibit 1, 4/22/1937). The motion approving the club also provided that the club would file the names of the club’s officers as well as a membership list of at least 15 members.

It is worth noting what the agreement did and did not do. Apparently, the Marxian club already existed and had held two meetings on campus in a “discussion room” in Northrop. What the University’s recognition of the club did was to enable it to invite outside speakers on to campus. But those speakers still required the approval of the Dean or President.



What is in a name? Presumably, for Nicholson, the attraction of the name change was that “Marxian Club” had a more academic ring to it, while “Communist Club” was politically radioactive. Nevertheless, the switch was not enough to avert the expected backlash. Within months, Republican state Senator J.V. Weber claimed to have proof of communist activities among University faculty and he specifically attacked the five faculty members who had helped to broker the deal that recognized the Marxian Club. However, if there was an angry public response to Weber’s disclosure, it seems to have quickly dissipated, so maybe Nicholson’s compromise deserved credit for helping to calm tempers.

### **Was Nicholson a tiger or a paper tiger?**

Prell et al. charge that:

- “Dean Nicholson oversaw, and thus had control over, every aspect of student life. He exercised that control aggressively” (p. 9).
- “Upon appointment to the role of Dean, Nicholson exercised unprecedented control over the lives of students because he oversaw student discipline, housing, student activities, the leadership of the Minnesota Daily, and the control of many political activities” (Riv-Ellen Prell, *A Campus Divided*).
- Nicholson surreptitiously but forcefully misused his office in the 1920s and 1930s through persistently repressive treatment of students and faculty, especially in compromising their rights to free expression and debate, which he was obligated to protect as a university administrator (p. 3).
- [Nicholson] suppressed the expression of diverse opinions and engagement with and debate over the important ideas of the period, which students sought (p. 4).
- Nicholson exercised his authority as Dean of Student Affairs . . . to suppress a student movement that sought the open exchange of ideas, the right to circulate diverse ideas and materials in multiple venues, to control which speakers of various political perspectives were invited to campus, and to freely form student organizations to which he objected despite their sponsorship by university faculty (p. 5).
- Edward Nicholson repeatedly controlled and often suppressed the open exchange of ideas on campus (p. 8).

- As Dean of Student Affairs, Edward Nicholson responded to the powerful campus student movement through repression, censorship, and control of ideas and students (p. 18).

Notice that Prell et al. basically make two distinct charges: 1. Nicholson had control over every aspect of student life, and 2. He exercised that control aggressively. Here, I want to show that these two charges are incompatible. Either one or both have to give. I don't have enough time or space to offer detailed rebuttals, but my evidence boils down to the fact that, during Nicholson's time in office, **"the University of Minnesota was alive with competing ideas about politics, economics, and citizenship"** (my emphasis) in the 1930s. My source for that claim is Prell et al. (p. 18). I think that anyone careful student of the campus in the 1930s must agree.

But Prell et al. cannot have it both ways. As a simple matter of logic, if political debate was alive and well during Nicholson's time, then either his "control" cannot have been as formidable as Prell et al. claim OR they are mistaken about his hostility to the open exchange of ideas on campus. Of course, Prell et al. may be mistaken on BOTH counts (which happens to be my own view).

I can't offer a comprehensive account, but here are a few of the "multiple venues" that were allegedly under Nicholson's iron control:

*Peace strikes and demonstrations.* According to Prell et al., Coffman and Nicholson actively undermined the rights of students to assemble, discuss, and debate war. But, if so, they proved unable to prevent 3,000 students from assembling in the plaza and on the steps in front of Northrop Auditorium for one of the nation's largest anti-war demonstrations. It is true that President Coffman refused to allow demonstrators to use Northrop Auditorium, which is why they used the plaza in front of Northrop instead, but he stated that he did so because the organizers rejected his request that the demonstration not be held during class hours.

Earlier, on May 23, 1934, student activists scheduled a demonstration against compulsory drill. Provocatively, they scheduled it for the same day the annual spring ROTC review took place. When they refused to re-schedule the demonstration,

according to Prell's *A Campus Divided*, Nicholson refused to allow the *Minnesota Daily* to publish any more information about the protest. He lifted the ban after two days.

I leave it to readers to judge whether the administrators' actions were simply a cloak for attempted sabotage of the demonstrations or reasonable sanctions on the students for overreaching and behaving disrespectfully. So far as I know, other demonstrations passed without incident.

*Minnesota Daily*. Nicholson's authority included supervision of the *Minnesota Daily*. As I have already described, one of the dean's powers was to suspend publication. Despite Nicholson's powers, the *Daily* was frequently at loggerheads with him. Student activists were among its members (Prell et al., p. 7). Indeed, they appear to have been disproportionately represented in its leadership. Esther Medalie (President of the University chapter of the American Student Union) is one example (See, for instance, APPENDIX, Exhibit 10).

Most importantly, The *Daily* was an important venue for campus debate. According to Prell et al., "Both opposition to war and ending mandatory ROTC were issues that engaged Minnesota's governor and state legislature, as well as the University of Minnesota administration. Debates that appeared in the *Minnesota Daily*, campus politics, and the relationships between many students and Dean Nicholson centered on these concerns through the spring of 1934 (p. 10).

*Student Forum*. The principal venue on campus for outside speakers was the Student Forum. It was managed by a student committee. But, by an unwritten rule, the President or the Dean of Student Affairs had to approve of the students' choices before they could be invited. Usually this power was exercised by the Dean. It follows that Nicholson must have approved the speakers in the fall quarter of 1935. The full list of the speakers can be found on Riv-Ellen Prell's *A Campus Divided's* website at <https://acampusdivided.umn.edu/text/chase-list-of-student-forum-1935/>. A partial list is:

- The General Secretary of the CPUSA (Earl Browder).
- A Swedish lawyer and critic of far-right politics (Sonja Branting) who spoke on the Olympic boycott.

- The national secretary of the Womens International League for Peace and Freedom (Dorothy Detzer), who spoke on neutrality.
- A former Congressman who rejected both capitalism and of the New Deal (Thomas R Amlie) who spoke on The Depression.

Apparently without any irony, Prell et al. concede that Nicholson had “only partial success” in imposing his preferred speakers on the Student Forum. Remember that this is the same administrator whom they have accused of engaging in “persistently repressive treatment of students and faculty, especially in compromising their rights to free expression and debate.”

Nicholson did raise a ruckus about another speaker at the Student Forum. In 1933, the student organizers invited U.S. Senator Thomas Schall (R-MN) to speak, but they forgot to get Nicholson or Coffman’s permission. Nicholson penned a strong letter to Coffman deploring the lapse, but he admitted that it was inconceivable that a U.S. Senator from Minnesota would have been turned away. Predictably, Prell et al. present this as more proof of Nicholson’s obsession with controlling speech on campus, viz., “He urged, for example, even greater control over students’ rights to hear from outside speakers when he informed President Coffman in 1933 that United States Senator Thomas Schall (R-MN) spoke to the Student Forum, the organization that brought speakers to campus, without prior permission from him or the president” (p. 19). But Prell et al. miss a larger point. They consistently claim that Nicholson used his “control” to “politicize” campus rules to silence *radicals*. But Schall was a Republican, not a radical. Nicholson may have been a control freak (please excuse the anachronism), but at least he applied his controversial rules in a non-partisan fashion. He acted on principle, even if it may have been the wrong principle. Did Nicholson “politicize” the campus, or have Prell et al politicized Nicholson?

The incident has another interesting twist not mentioned by Prell et al. Nicholson’s letter to President Coffman states that (1) he was put off by Schall’s holding FDR up to ridicule and (2) he “very decidedly disagreed” with Schall’s politics. IOW, it is entirely conceivable that Nicholson voted for FDR in the 1932 Presidential election.

I don’t mean to give Nicholson a totally clean bill of health. He seems to have picked lots of unnecessary fights. He was a stickler for rules and regulations, many of which seem remarkably petty and onerous. But some of this may be a function of his job description. He was Dean of student affairs. If there was disorder on the campus, the buck stopped with him. He served as

the designated or go-to scapegoat or heat-shield for the President and Regents. But even if he seems to have taken an unseemly pleasure in some of his duties, that is not a hanging offense.

### **Nicholson's words and actions on open debate on campus**

Prell et al. portray Nicholson as a sworn enemy of open debate. For example, they charge that he "politicized his office in the many ways he publicly sought to close off the campus as a place of debate and respect for competing opinions."

But Nicholson's words and his actions publicly consistently supported students' right to hear from a wide variety of speakers. Not only that, but the campus took him at his word, and he kept his word. The *Minnesota Daily* reported that he declared:

'I shall approve all speakers who are not purely propagandists," Dean Nicholson declared. "For instance, I would not object to having the communistic philosophy presented in the Students forum. If you're going to make people think, you must present both sides of a question.

"What I should object to is that kind of a Communist who is bad odor. I would not approve a person who boasts that he is undermining the government of the United States." The *Minnesota Daily*: January 30, 1936. Poster Restriction Rules Announced by Senate Group.

Of course, it might be objected that that was just lip service for public consumption. But the record does not support that hypothesis. For example, in the marathon sessions of the Senate Committee on Student Affairs over whether to recognize the "Communist Group," one of Nicholson's fears was that a Communist Club (by whatever name) would simply serve as a vehicle for indoctrinating students. (Another consideration was doubtless that he feared that recognizing a "Communist Group" would create a public backlash). On the May 26 meeting of



the Senate Committee, Nicholson challenged the petitioner for the Communist Club. He asked Rosalind Matusow:

At our last meeting you spoke of giving students an opportunity to present their beliefs. I said why couldn't we serve that same purpose thru the Forum? I think it has had a fair presentation of the Communist group. Why doesn't that serve the purpose of bringing other students the philosophy of the Communist party?

Matusow said that the "purpose of the Communist group would be an educational one, so that students would have an opportunity to come and discuss among themselves the ideas of Communism and our point of view on various issues, and also to hear speakers on these things."

The following year, Nicholson put the same question to Harry Ecklund, Matusow's successor. Asked whether the [Communist] club wouldn't duplicate the [Student] Forum, Ecklund replied that "[the] Forum is admittedly an organization that presents both sides of each controversial question. We wish to present only the Marxian point of view. . . ."

In short, Nicholson championed a debate format, but he was resisted by the petitioners for the communist (aka Marxian) Club who insisted on presenting one side of the debate – their side. That disagreement partly explains the delay in recognizing the club with the benefits that status entailed.

It won't come as a surprise to learn that radical students were not necessarily believers in open debate or a variety of views. Joseph Lash described a meeting of the American Student Union on the University of Minnesota campus where the Trotskyists from town who came down to "present another point of view" were prevented from speaking (Cohen, p. 169).

Nicholson did not only support the Student Forum with his words. As I have shown above, the available evidence suggests that it presented a wide range of liberal and radical opinion.

### **A conspiracy theory about Nicholson's relationship with the FBI**

Prell et al. work hard to build a case that Nicholson was an eager, active, prolific and ongoing informant of the FBI. They mention the FBI 44 times in 46 pages of text. Here are some of their claims about Nicholson's relationship with the FBI:

- Dean Edward Nicholson, in contrast to most other administrators, did not simply respond to FBI inquiries about students the agency had identified as “radicals,” but actively corresponded with agents (p. 20).
- “Nicholson’s own files on student radicalism and the information he sent to Chase open focused on precisely this group of activist students, whose names he also sent to the FBI (p. 44).
- Dean of Students Edward Nicholson had an **ongoing** relationship with the FBI. In *A Campus Divided*. SEE Riv-Ellen Prell, FBI Report on American Students Union in *A Campus Divided*. SEE <https://acampusdivided.umn.edu/text/fbi-report-on-american-students-union/>
- Two brief reports reveal that Nicholson provided names when asked, and that he actively corresponded with the FBI about students. Nicholson built strong ties to ROTC on campus as well as the FBI and was viewed as a reliable and active source to provide information about students (p. 31).
- Nicholson’s own files on student radicalism and the information he sent to Chase open focused on precisely this group of activist students, whose names he also sent to the FBI (p. 44).
- Nicholson went well beyond simply answering questions from the FBI about specific students or replying to requests for names of student radicals. . . . (p. 38).

However, all these claims seem to be either false or unsupported by any evidence. At least while he was dean, there is no evidence that Nicholson “actively corresponded” with FBI agents about students. Nor that he had an “ongoing relationship” with the FBI. Nor that he “went well beyond simply answering questions from the FBI.” If evidence exists, Prell et al. have not shared it with us. For example, I have no inkling what the “two brief reports” mentioned on p. 31 are.

Based on what we know, Nicholson can't have sent "names" to the FBI because its records show only a single report from Nicholson (Cohen, p. 329). That is right: Nicholson offered an FBI agent who visited him one name, that of Esther Leah Medalie, the head of the American Student Union chapter at the University of Minnesota. Medalie seems to have been very politically active both on and off campus. I doubt that it would have taken Nicholson's "secret political surveillance system" (Prell et al., p. 5) to identify her as a possible person of interest.

Esther Medalie rates only two mentions in Prell et al.'s *Case for Revocation* compared to the FBI's 44 mentions. Prell et al. inform us that the FBI misspelled Medalie's name, she was an outstanding student, was Jewish, and was "in the leadership" of the *Minnesota Daily*, but they make no mention of the fact that she was a communist operative. That, despite the fact that the ASU appears to have been a well-known communist front group. Cohen (p. xvi) says that it "was either in or close to the Communist party or Young Communist League." In any case, a few minutes googling turns up the following: "While still a student, [Medalie] briefly joined the Communist Party to advocate for a united front in the war against fascism." SEE <https://jwa.org/encyclopedia/article/ritz-esther-leah-medalie>. Apparently, the taboo on informing still exerts a powerful magnetic force after almost 100 years!

(I should note that I have deliberately ignored a contact that Nicholson made with an FBI agent after his retirement. He apparently shared with the agent an article written under a pseudonym in a 1937 issue of *Harper's Magazine* titled "Why I Quit Communism." Nicholson apparently believed that it might have been authored by a former student, Lester Breslow. No connection with Breslow has ever been established).

Prell et al. fault Nicholson for having outed Medalie, but I am not clear what else a citizen should do, especially at a time when the clouds of war were gathering. They also claim that he "exposed the students and faculty upon whom he spied to harm" (p. 38). But, of course, spying can exonerate a person, and thus remove them from suspicion, as well as incriminate them. However, I can't deny the risk that surveillance can cause collateral damage. Some utilitarian

balancing of costs and benefits may be called for. Either way, some innocent people may be hurt.

Maybe the analogy is fanciful, but if a woman is assaulted and reports that her assailant was about 6', are the police morally bound to ignore that information on the grounds that it may result in discrimination against innocent people who are 6'? If the crime isn't solved, then not only is the victim of the crime harmed, but some innocent people may remain under suspicion. That is no one's fault. It might be called an existential tragedy. It may feel like it, but it isn't persecution.

Prell et al. don't cite any actual cases of innocent students or former students who, either on or off campus, suffered any retaliation for their politics. No matter what Prell et al. say to the contrary, Nicholson's campus was no police state – and certainly not a microcosm of Stalin or Lenin's Russia.

Still, I don't doubt that the apprehension was real. Prell et al. do recite cases of fears following people for decades, even as they entered highly successful careers, for example, "affecting whether they could travel to conferences overseas" (p. 38). Plainly, Prell et al. have Lester Breslow in mind. By 1957, he was Dr. Breslow, M.D. and was launched on an enormously successful career in public health. The FBI became involved in his travel plans that year. But let's not be too quick to blame Dean Nicholson. Two details are missing from Breslow's experience. First, the conference that Breslow was planning to attend was behind the Iron Curtain (at the height of the Cold War) in Czechoslovakia. That alone, even without any skeletons in one's closet, was enough to get the FBI's attention. Second, there is no evidence (that I am aware of) that any difficulties Breslow encountered arose from Nicholson's suspicions about the *Harper's Magazine* article. Keep in mind that Breslow had already attracted attention to himself by his leadership role in an anti-ROTC demonstration in 1934 and several publications he wrote about the event (e.g., Robert Scammon and Lester Breslow, "Booting Out ROTC." *Student Outlook* (Oct. 1934)).

My time is up. But, with your permission, I will follow up in a week with some questions for Prell and her colleagues that I would like Nicholson's judges to consider as well.

Ian Maitland



To: Interim President Jeffrey Ettinger, University of Minnesota  
From: Minnesota Christian Leaders  
Date: October 20, 2023

We write as Christian leaders in support of the call for revocation of Edward E. Nicholson's name from Nicholson Hall on the Twin Cities campus of the University of Minnesota. We speak with the moral and religious voice of our communities and faith traditions.

We look to the University of Minnesota, the state's largest public university, as an institution of higher education that upholds the highest values of an education dedicated to open debate, intellectual discovery, and the democratic values we embrace.

We were dismayed, therefore, when we reviewed the extensive documentation of discoveries about University of Minnesota life in the 1930s as detailed in the revocation proposal. The naming of Nicholson Hall honors a person who undermined campus life for student activists, including those in the YMCA and YWCA movements, Jewish left-wing students, and perpetuated racism against African Americans. Many of those students were punished for their activism.

- Dean of Student Affairs Edward Nicholson created a surveillance system that was directed at students and faculty, including many Jewish students, and thereby politicized the office of the Dean of Student Affairs. He labeled his targets radicals, Bolsheviks, and communists, playing on the period's antisemitic stereotypes. Furthermore, he shared the names of those students with surveillance organizations in Minneapolis and with the FBI, endangering the future opportunities of those students.
- The evidence suggests Edward Nicholson undertook that surveillance, which was largely secret from 1921 until his retirement in 1941, on his own initiative.
- Nicholson collaborated, actively yet secretly, with Ray P. Chase, the political operative responsible for virulent antisemitic and racist propaganda in the 1938 governor's election, in his solely authored "Are they Communists or Catspaws: A redbaiting booklet." That propaganda so threatened Minnesota Jews that they organized their first defense organization, the Anti-Defamation Council of Minnesota. It was also a racist attack on the poet Langston Hughes, a recent campus speaker, for his support of Black workers and defense of the wrongly convicted nine young Black men in Alabama known as the Scottsboro Boys.
- Edward Nicholson worked even more closely with Chase after the publication of that propaganda, sending him-- for political use-- the names of faculty and students whose politics he disliked. He also secretly worked with Chase to influence the choice of regents.
- Edward Nicholson specifically worked to suppress student activism in the 1930s that created the first occasions when Jewish students and Jewish organizations worked with

other groups on the campus, particular the YMCA and the YWCA. Similarly, an emerging Black student leadership worked with progressive students, many of whom were Jewish. The Dean of Student Affairs actively blocked the emergence of a truly democratic, multicultural campus by labeling it “communist,” and “dangerous.” That democratic vision was one of aspirations of the Jewish community of the period.

Through our statement, we lift our moral voices in support of a vision of the University of Minnesota as a multi-religious, multi-cultural, and multi-racial community where students thrive and grow through mutual respect and open debate. This is the vision Edward Nicholson worked tirelessly to defeat in the 1930s.

We therefore support the effort, under the Board of Regents policy on revocation, to remove the name of a person unworthy of recognition in his time or ours.

Note: affiliations are listed for identification purposes only

**Rev. Grant Abbott, Episcopal Priest and Executive Director, St. Paul Area Council of Churches (retired)**

**Rev. James Alberts II, Church of God in Christ**

**Rev. Ian D. Bethel, New Beginnings Missionary Baptist Church,**

**Rev. Sarah Campbell, Lead Minister, Mayflower Community Congregational United Church of Christ**

**Rev. Canon Peg Chamberlin, Executive Director, Minnesota Council of Churches (retired)**

**Rev. Dr. DeWayne Davis, Lead Minister, Plymouth Congregational Church**

**Rev. Dr. Curtiss DeYoung, Co-Executive Director, Minnesota Council of Churches**

**Rev. Dr. Thomas A. Duke, Founder, Minnesota Multi-Faith Network**

**Rev. Beth Hoffman Faeth, Minister for Congregational Life, Plymouth Congregational Church**

**Rev. Hillary Freeman, United Church of Christ**

**Rev. Meghan Gage-Finn, Senior Associate Pastor, Westminster Presbyterian Church**

**Rev. Dr. Timothy Hart-Andersen, Senior Minister, Westminster Presbyterian Church**

**Dr. Patrick Henry, Executive Director, Collegeville Institute for Ecumenical and Cultural Research (retired)**

**Rev. Jim Bear Jacobs, Co-Director for Racial Justice, Minnesota Council of Churches**

**Rev. Dr. Darrell Jodock, Emeritus Professor of Lutheran Studies, Gustavus Adolphus College**

**Abbot John Klassen, St. John's Abbey, Collegeville, Minnesota**

**Timothy E. Marx, President and CEO of Catholic Charities (retired)**

**Fr. Kevin McDonough, Pastor, Incarnation Catholic Church, and President, Sagrado Corazon**

**Dr. William McDonough, Professor of Theology, St. Catherine University**

**Rev. Carol Mork, Evangelical Church in America**

**Rev. Seth Patterson, Minister for Justice and the Arts, Plymouth Congregational Church**

**Rev. Craig Pederson, Assistant to the Bishop, Minneapolis Area Synod of the Evangelical Lutheran Church in America**

**Dr. Philip Quanbeck II, Professor of New Testament, Augsburg University (retired)**

**Rev. Dr. Gary B. Reiersen, President, Greater Minneapolis Council of Churches (retired)**

**Rev. Dr. Clyde J. Steckel, Dean Emeritus, United Theological Seminary of the Twin Cities**

**Dr. Martha E. Stortz, Professor Emerita of Religion, Augsburg University**

**Rev. Parker Trostel, United Church of Christ**

**Rev. Dr. David Van Dyke, Senior Minister, House of Hope Presbyterian Church (retired)**

**Rev. Dr. Martin Wells, retired Bishop of the Evangelical Lutheran Church in America, and Co-Executive Director of Holden Village (also retired)**

**Rev. Dr. Wilson Yates, President Emeritus, United Theological Seminary of the Twin Cities**

Note: affiliations are listed for identification purposes only

October 24th, 2023

**Interim President Jeffrey Ettinger**

University of Minnesota

**HILLEL SENIOR STAFF:**

**Executive Director**  
Benjie Kaplan

**Assistant Director**  
Mackenzie Peters

**Assistant Director of  
Multi-Campus Life**  
Abby Kirshbaum

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Amy Newman  
Stacy Pinck  
Jeffrey Prottas  
Jennifer Robins\*  
Alex Stewart \*\*  
Janice Schachtman  
Sharon Shapiro  
Robert Yost

\*Executive Committee  
\*\* Student Representative

**A PARTNER AGENCY  
OF:**

**ST. PAUL JEWISH  
FEDERATION**

**MINNEAPOLIS JEWISH  
FEDERATION**

**Hillel International**  
The Foundation for Jewish  
Campus Life

As members of the Hillel Minnesota Board, we write in support of the call for revocation of Edward E. Nicholson's name from Nicholson Hall on the Twin Cities campus of the University of Minnesota.

Hillel was founded at the University of Minnesota in 1940. Members of the Jewish community raised the funds to build a building in 1946 to serve as the first physical space for Jewish faculty and students to gather, including those returning from war. Following a history in which Jewish students were barred by charters excluding them from social fraternities and sororities, had their campus housing options limited, were excluded from undergraduate pre-professional organizations, suffered quotas against them in the University's professional schools, and were advised with "helpful" suggestions that they avoid certain majors because of antisemitic hiring practices, Hillel promised a freedom for Jewish people on campus to gather that had not previously existed. It has created a vital and dynamic center for Jewish life on campus.

Nevertheless, Minnesota Jews were grateful to the University of Minnesota for accepting them and their children as undergraduates in a fine public university without suffering the admission quotas that limited opportunities in private colleges and universities. Thousands of Jewish students have received their degrees here and gone on to distinguished careers that have burnished the University's reputation.

When we reviewed the carefully documented discoveries about University of Minnesota life in the 1930s detailed in the revocation proposal, we were deeply disturbed, and even shocked. What we thought we knew about campus life for Jewish students, among others, turned out to be an incomplete picture:

- Dean of Student Affairs Edward Nicholson politicized the office of the Dean of Student Affairs when he created a surveillance system that was directed at students and faculty, which included many Jewish students. He labeled them radicals, Bolsheviks, and communists, playing on the period's pernicious right-wing antisemitic stereotypes. He endangered the future opportunities of those students, by sharing their names with surveillance organizations in Minneapolis and the FBI.
- There is no evidence that anyone directed Edward Nicholson to undertake that surveillance, which was largely secret from 1921 until his retirement in 1941. He did it on his own initiative.



**HILLEL SENIOR STAFF:**

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**FEDERATION**

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**FEDERATION**

**Hillel International**  
The Foundation for Jewish  
Campus Life

- Nicholson actively and secretly cooperated with political operative Ray P. Chase, who was responsible for virulent antisemitic propaganda in the 1938 governor's election. Minnesota Jews felt so endangered by that propaganda that they organized their first defense organization, the Anti-Defamation Council of Minnesota.
- After the publication of that propaganda, Edward Nicholson worked even more closely with Chase by sending him for his political use the names of faculty and students whose politics he disliked, and he secretly worked with Chase to influence the choice of regents.

Today, we affirm the University of Minnesota as a multi-religious, multi-cultural, and multi-racial community where students can thrive and grow through mutual respect and open debate. Edward Nicholson worked tirelessly to defeat that vision in the 1930s.

We therefore support the effort, under the Board of Regents policy on revocation, to remove the name of a person unworthy of recognition in his time or ours.



To: Interim President Jeffrey Ettinger, University of Minnesota  
From: The Minnesota Rabbinical Association  
Date: October 26, 2023



The Minnesota Rabbinical Association writes in support of the call for revocation of Edward E. Nicholson's name from Nicholson Hall on the Twin Cities campus of the University of Minnesota.

The Minnesota Rabbinical Association is the largest rabbinic organization representing the Jewish community throughout Minnesota. We speak with the moral and religious voice of the Jewish community.

Many of us serve congregations that were founded in the late nineteenth and earliest twentieth centuries, and count congregants who are third and even fourth generation Minnesotans. The University of Minnesota has played an important role in their lives and continues to do so in ours today.

Some of our congregants experienced the harsh era of quotas against Jews in higher education, when students also suffered the indignities of antisemitism in professional school admissions and faced, with few exceptions, highly religiously and racially segregated campuses. Yet the University of Minnesota offered generations of young Jews the opportunity for education and advancement. We look to the University of Minnesota as an institution of higher education that upholds the highest values of an education dedicated to open debate, intellectual discovery, and the democratic values we embrace.

We were dismayed, disappointed, and shocked, therefore, when we reviewed the extensive documentation of discoveries about University of Minnesota life in the 1930s as detailed in the revocation proposal. The naming of Nicholson Hall perpetuates an incomplete picture, we now learn, of campus life for Jewish students and many others, erasing through the honor it presupposes a scandalous reality:

- Dean of Student Affairs Edward Nicholson created a surveillance system that was directed at students and faculty, including many Jewish students, and thereby politicized the office of the Dean of Student Affairs. He labeled his targets radicals, Bolsheviks, and communists, playing on the period's antisemitic stereotypes. Furthermore, he shared the names of those students with surveillance organizations in Minneapolis and with the FBI, endangering the future opportunities of those students.
- The evidence suggests Edward Nicholson undertook that surveillance, which was largely secret from 1921 until his retirement in 1941, on his own initiative.
- Nicholson collaborated, actively yet secretly, with Ray P. Chase, the political operative responsible for virulent antisemitic propaganda in the 1938 governor's election. That propaganda so threatened Minnesota Jews that they organized their first defense

organization, the Anti-Defamation Council of Minnesota. Minnesota rabbis of the period spoke out against this propaganda.

- Edward Nicholson worked even more closely with Chase subsequent to after the publication of that propaganda, sending him-- for political use-- the names of faculty and students whose politics he disliked. He also secretly worked with Chase to influence the choice of regents.
- Edward Nicholson specifically worked to suppress student activism in the 1930s that created the first occasions when Jewish students and Jewish organizations worked with other groups on the campus, particular the YMCA and the YWCA. Similarly, an emerging Black student leadership worked with progressive students, many of whom were Jewish. The Dean of Student Affairs actively blocked the emergence of a truly democratic, multicultural campus by labeling it “communist,” and “dangerous.” That democratic vision was one of aspirations of the Jewish community of the period.

Through this letter the Minnesota Rabbinical Association asserts its moral voice in support of a vision of the University of Minnesota as a multi-religious, multicultural, and multi-racial community where students thrive and grow through mutual respect and open debate. This is the vision Edward Nicholson worked tirelessly to defeat in the 1930s.

We therefore support the effort, under the Board of Regents policy on revocation, to remove the name of a person unworthy of recognition in his time or ours.

Signed by the Minnesota Rabbinical Association



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Workforce Reinvestment Resolution Update

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

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Rachel Croson, Executive Vice President and Provost  
Kenneth Horstman, Vice President for Human Resources  
Mark Bee, Chair, Faculty Consultative Committee and  
Senate Consultative Committee and Professor, Department of Ecology,  
Evolution, and Behavior, College of Biological Sciences, Twin Cities campus

## **PURPOSE & KEY POINTS**

This purpose of this item is to engage the Board in a discussion of the University Senate-endorsed *Resolution on Workforce Reinvestment: Rebuilding a Better U for Employees* (resolution) and the administration’s response to the resolution.

The resolution was developed during the 2022-23 academic year, with consultation from faculty, staff, and students in the University Senate. The resolution outlined 23 investment priorities and requested that the administration provide a response to each priority including the expected time horizon for addressing each. The resolution was ultimately adopted by the University Senate in April 2023.

In order to provide a comprehensive response to the resolution, Interim President Ettinger asked Provost Croson, Vice President Horstman, and then Senior Vice President Frans to charge a task force to review the resolution and recommend actions that the administration could take to address the priorities. The task force included representation and participation from University Senate leaders who were instrumental in the development of the resolution. The task force met nine times between September 2023 and November 2023 to gather information, discuss recommendations, and address the underlying motivations of each of the 23 priorities. The task force then developed a response to the request and presented their report to Interim President Ettinger in March 2024. The Interim President consulted with senior leaders in drafting the official administrative response, which was delivered to the University Senate in March 2024 and is included in the docket materials.

At its April 25, 2024 meeting, the University Senate discussed the resolution, report, and response. A video recording of that meeting is available [here](#).

## Workforce Reinvestment: Rebuilding a Better U for Employees

The University Senate requests that the University of Minnesota administration<sup>1</sup> invest in its employees across the system as the centerpiece of its efforts to maintain and enhance leading-edge mission delivery. This investment should be grounded in four principles:

**Principle 1 – Provide livable, equitable, and competitive pay.** *Prioritize increasing necessary resources in budgetary and strategic planning such that all employees receive a livable wage, so that employees with different identities who do similar work receive equitable pay, and so that employees receive pay that is competitive in appropriate labor markets.*

**Principle 2 – Recruit, reward, and retain people.** *Prioritize increasing necessary resources in budgetary and strategic planning for rewarding and recognizing work, for imparting new value to the employment relationship, and for boosting recruitment and retention in an increasingly talent-constrained environment.*

**Principle 3 – Establish clear pathways for professional development and career advancement.** *Develop career advancement opportunities for employees to achieve their career goals, keeping central University employees' desire for mission-impactful work.*

**Principle 4 – Foster a culture that promotes manageable workloads.** *Invest in a culture that empowers people to prioritize work that is most impactful in fulfilling their roles and responsibilities, which will positively impact the University's ability to deliver on its mission along with supporting manageable workloads.*

The University Senate further requests that the University of Minnesota administration invest in the following priorities to build a workplace that reflects the above principles.

### Priorities Under Principle 1 – Provide livable, equitable, and competitive compensation<sup>2</sup>.

1. Modify procedures for awarding annual salary increases in the following ways:<sup>3</sup>
  - a. Allocate a portion of annual salary increases as a flat-dollar cost of living adjustment (COLA) for all employees, particularly in high-inflation environments.
  - b. Allocate a portion of annual salary increases to reward meritorious performance.
  - c. Allocate a portion of the annual salary increase to invest in market adjustments that address COMPA ratios < 1.0.

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<sup>1</sup> In this resolution, the term "administration" used in the context of the University of Minnesota is construed broadly to include any interim administration appointed during leadership transitions.

<sup>2</sup> This [2019 report](#) and this draft [2020 report](#) of the Joint Compensation Committee (JCC), a group formed by the Civil Service and P&A Senates in 2018, provide context around several issues of compensation.

<sup>3</sup> The University Senate acknowledges that the relative allocation to each of the three bins outlined in this priority will vary through time and depend on institutional needs and external market factors.

2. Identify and eliminate salary inequities based on demographic identities and establish new policies and procedures to prevent their recurrence in the future.<sup>4</sup>
3. Establish a system-wide minimum per-credit-hour payment for courses for all employees teaching on a per-credit basis.
4. Eliminate discrepancies in pay and benefits between civil service and labor-represented employees.
5. Connect graduate student employees' maximum and minimum wages to cost of living.

### **Priorities Under Principle 2 – Recruit, reward, and retain people.**

1. Establish a spousal/dependent tuition benefit to attract and retain staff and faculty, as well as boost connection to the University.<sup>5</sup>
2. Incentivize and normalize the use of multi-year contracts for contingent and term faculty.
3. Elevate the value of institutional service work, which too often goes unrecognized, in the following ways:
  - a. Create a new system-wide award that recognizes excellence in service at the unit level and signals the importance of this work to the University community; and,
  - b. Establish system-wide norms around providing additional compensation (e.g., in the form of stipends or administrative supplements) or releases from other duties (e.g., teaching or future service) for sustained service commitments that go beyond the level of service normally expected for a given position.<sup>6</sup>
4. Guarantee vacation time and paid family leave for graduate students.
5. Commit to offering flexible work arrangements as part of normal operations in the following ways:
  - a. Revise job descriptions to include on-site, off-site, and hybrid;
  - b. Create concrete guidelines to be used across the system that describe what work is flexible and set expectations for how to enable and supervise remote work; and,
  - c. Establish criteria for fully remote (i.e., off-site) work.

### **Priorities Under Principle 3 – Provide clear pathways for professional development and career advancement.**

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<sup>4</sup> *The University Senate suggests that OHR and the Vice Provost for Faculty Affairs coordinate to re-invigorate the Salary Equity Review Committee (SERC) – and related efforts – with a renewed commitment to identify and eliminate employment practices that perpetuate inequities based on demographic identities. Two factors highlighted during consultation of this resolution include, 1) the reliance on retention offers as a primary way to receive meaningful pay increases, which may contribute to systemic differences across employees based on how feasible this strategy is to pursue as opposed to differences in productivity, and 2) the possibility of conflict of interest in adjudication of pay disputes. The University Senate further encourages efforts (e.g., those by the Provost's Office working in collaboration with the Women's Faculty Cabinet to develop a Gender Equity Report Card) that can help identify inequity and assess progress, recognizing that central administration may need to require the timely provisioning of relevant data from college and unit leads in support of such efforts.*

<sup>5</sup> *[The U is among just three Big 10 universities that does not offer a dependent tuition benefit, a benefit that is also common at local colleges and universities, including Minnesota State and the Associated Colleges of the Twin Cities.](#) Given that the U lags both its Big 10 peers and local institutions in this benefit, it is a priority that resurfaces with regularity among employees (e.g., Faculty Senate [resolution](#), Women's Faculty Cabinet recommendations) and thus represents a key opportunity to enhance our ability to recruit and retain employees.*

<sup>6</sup> *Examples of such service commitments include (but are not limited to) chairing or serving on admissions committees for professional and graduate programs, serving as directors of graduate studies, serving as associate head/chair, and chairing or serving on committees that require more time and effort than a typical service load.*



1. Reduce or eliminate existing barriers to the Regents Scholarship Program.<sup>7</sup>
2. Recognize academic professionals (P&A) who hold primary responsibility for teaching<sup>8, 9</sup> as faculty<sup>10</sup> through formal employment reclassification into job codes designated for regular/term faculty<sup>11</sup>.
3. Establish more concerted collaboration between the Office of Human Resources and the Office of the Vice Provost for Faculty Affairs to support faculty careers, from hiring to leadership development opportunities.<sup>12</sup>
4. Make career ladders and advancement opportunities accessible to all employees and include regular assessment of career advancement patterns from an equity perspective.

**Priorities Under Principle 4 – Foster a culture that promotes manageable workloads.**

1. Facilitate a culture change that empowers employees to use their work time for tasks and projects most impactful to their roles and responsibilities,<sup>13</sup> including designating who is responsible for enacting change across campuses and appointment types, and provision of resources to enact lasting change.<sup>14</sup>

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<sup>7</sup> [This document](#) from the P&A Senate could serve as a helpful guide to implement this priority. It provides a summary of findings that P&A senators identified from conversations conducted with staff and administrators in a two-year period, from 2020 to 2022. Conversations focused on identifying issues with access and barriers for P&A employees using and attempting to use the Regents Scholarship.

<sup>8</sup> Academic professionals (P&A) who hold primary responsibility for teaching are currently those employees in Category 4A in [Administrative Policy: Academic Appointments with Teaching Functions](#) (see [Appendix: Academic Appointment Category Details](#)) who hold titles of Teaching Specialist (9754), Senior Teaching Specialist (9771), Lecturer (9753), and Senior Lecturer (9770).

<sup>9</sup> Most academic professionals (P&A) who hold primary responsibility for teaching are presently unlikely to meet “all or most of [the] core criteria” required for P&A appointments as outlined in [Administrative Policy: Appointments of Academic Professional and Administrative Employees](#).

<sup>10</sup> [Appendix: P&A Employee Appointment Summary Chart - Authorities/Responsibilities and Degree/Experience Descriptors](#) describes those holding academic professional appointments as having the experience of, and doing the work of, faculty, e.g., as having “the requisite preparation and specialized knowledge of theory and literature pertinent to an academic discipline or field, as well as relevant research methodologies” analogous to faculty; as having “expertise and experience or disciplinary practice” analogous to faculty; and as engaging in “teaching, research, service, and in a wide variety of other professional functions of the University,” which is similar to faculty.

<sup>11</sup> Regular and term faculty are currently those employees in Categories 1 or 2 in [Administrative Policy: Academic Appointments with Teaching Functions](#) (see [Appendix: Academic Appointment Category Details](#)) who hold titles of Professor (9401), Associate Professor (9402), Assistant Professor (9403), and Instructor (9404).

<sup>12</sup> For faculty with clinical appointments, coordination is required between Office of the Vice Provost and the human resources department of the hospital entity; a key ongoing problem that surfaced in consultation with the Faculty Advisory Committee on the Health Sciences (FACHS) is tension between grant funding, with its effort certification/allocation, and clinical appointment contracts, in which faculty are losing salary despite contributing more than 100% effort.

<sup>13</sup> By making “Time for U” (i.e., empowering employees to prioritize their work calendar around impactful tasks and projects) both employees and the University stand to gain through greater connection to work that matters (i.e., to mission delivery or support of mission delivery).

<sup>14</sup> This priority is construed to include identifying needs, developing programming, removing barriers, and delivering support for employees to enact their impactful work goals, and measuring the effect of such initiatives on engagement and work impact.

2. Mitigate employee burnout by establishing burden reduction committees.<sup>15,16,17,18</sup>
3. Establish system-wide best practices – and provide necessary resources to enact them – that advance the following priorities around assigning institutional service loads:
  - a. Service assignments should be made in ways that are fair and equitable<sup>19 20</sup>
  - b. Service assignments should not chronically go beyond the level of service normally required for a given position to eliminate uncompensated service and service that becomes a liability in considerations of merit review and promotion.

The University Senate acknowledges that advancing different priorities in this resolution may demand different time horizons and require different resources. Some priorities could likely be advanced through actions taken in the immediate or near term using existing resources. Other priorities may have longer time horizons or be even more aspirational, thus requiring longer-term strategic planning and resource acquisition. Still other priorities may be off the table because they face insurmountable barriers.

The University Senate requests that the administration respond with an assessment of expected time horizons for addressing different priorities. For those priorities identified as feasible in the immediate or near term, the University Senate requests that action be taken as soon as possible. For those priorities identified as requiring longer-term strategic planning, the University Senate requests that the administration formalize a longer-term workforce plan with commitments and goals that reflect the relevant principles and priorities and that includes metrics to assess the plan's success in achieving its goals. For those priorities deemed to be off the table, even in the long-term, the University Senate requests that the administration respond with information on the basis

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<sup>15</sup> *The PEAK initiative should make progress on burden reduction in select domains (e.g., HR, Finance, IT, and Marketing and Communications). This priority applies across academic and other support units at the University and is inspired by the Faculty Burden Reduction Committee established in 2022 by the Vice President for Research.*

<sup>16</sup> *Three significant causes of employee burnout related to workloads are being assigned (i) work that does not align with their talent, training, and primary responsibilities, (ii) work that is of questionable relevance and impact and hence viewed as time-wasting busywork, and (iii) work that someone else used to do but that has been reassigned due to budget cuts and reallocations without a corresponding reduction in an employee's preexisting workload. The burden reduction committees envisioned by this priority should be charged with making recommendations on how to eliminate unnecessary or low-impact work, how to reduce the burden of necessary and impactful work, and how to assign necessary and impactful work to employees in ways that maximize mission delivery and best align employee work with employee talent. Such recommendations might include, for example, more clearly distinguishing between "mission" and "mission support" activities and recommending how each should be best assigned to employees in ways that recognize and maximize the use of employee talent and training. These committees might also recommend creation of "fast-lanes" for trying new practices, courses, etc., in order for individuals and the institution to learn prior to going through the deliberate and inclusive practice of codifying a change.*

<sup>17</sup> *Two pieces of low-hanging fruit for these committees to begin with could be evaluating how and to whom work associated with using ChromeRiver and Works is best assigned. Many employees, particularly faculty, find activities associated with these two pieces of software to be particularly burdensome and to detract from more mission-critical work better aligned with their primary responsibilities.*

<sup>18</sup> *Burden reduction could actually be burden "reallocation" (i.e., whose talents/resources are best deployed for a specific task?). For example, partnerships could be formed or strengthened between faculty and University Libraries to prepare and/or deliver some teaching content.*

<sup>19</sup> *[This NSF-funded research](#) on best practices to promote equitable faculty workloads could serve as a useful starting point for addressing this priority.*

<sup>20</sup> *Initial efforts to identify best practices are underway with a collaboration between FCC leadership and Office of Human Resources using engagement survey data.*

for that determination.

Finally, the University Senate requests that the University of Minnesota administration identify ways to institutionalize the workforce as a centerpiece priority for mission delivery, such as by including shared governance leaders in key budget planning and processes and by elevating the needs of the workforce in discussions with members of the Board of Regents, members of the Minnesota House and Senate, and the Governor's Office about how the University can deliver on its mission.

## Background

A university's mission is not achieved by its buildings or its computer systems, but by its people. As the lifeblood of mission delivery, the academic workforce makes a university a common good through its dedication to teaching and learning; to research, discovery, and artistic creation; and to service and community engagement. Events over the past few years have exposed and exacerbated significant preexisting strains on the academic workforce. The resulting impacts, which include higher stress, greater burnout and disengagement, lower job satisfaction and morale, and a disrupted work-life balance, have been widely felt across the academic workforce, including faculty, staff, and administrators, and particularly among women and minorities. At public universities, in particular, decades of decline in state appropriations have resulted in faculty and staff being asked to do increasingly more with ever less. The outcome of decades of neglect punctuated by a global pandemic and historically high inflation is an academic workforce that has become increasingly dissatisfied with the status quo and that seeks structural and cultural changes at their home institutions. Many institutions of higher education now face a potential crisis of employee retention, due largely to issues of compensation, benefits, recognition, workloads, work environments, and career advancement. The nationwide discontent among the academic workforce should be increasingly apparent to university administrators, governing boards, and state legislators in the form of new or renewed efforts to unionize and recent work stoppages by labor-represented faculty and staff<sup>21</sup>.

The University of Minnesota System is not immune from national trends when it comes to strains on the academic workforce, their root causes, and their potential consequences. At its core, this University Senate resolution on workforce reinvestment is about identifying and implementing through the University's commitment to *shared governance* the culture and structural changes needed to address challenges and concerns raised by the University of Minnesota's workforce. The consultative committees of the University Senate's four constituent senates (student, civil service, P&A, and faculty) have consistently heard from their constituents<sup>22</sup> that University employees are at a breaking point given a number of contributing factors, including:

- Decades of declining investment by the State of Minnesota coupled with efforts to keep tuition increases low;
- Reduced wages resulting from the 2020 pay reduction and furlough plan followed by historic levels of inflation;
- Unprecedented increases in workload because positions have been cut due to declining state

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<sup>21</sup> Recent work stoppages have occurred at institutions such as [University of California](#), the [University of Illinois-Chicago](#), the [New School](#), [Clark University](#), and [Temple University](#).

<sup>22</sup> Constituents include those that elect Civil Service, Faculty, P&A, and Student senators.

appropriations and because employees who left the University, whether due to the recent Retirement Incentive Option or for other reasons, have not been replaced; and

- Temporary and lasting shifts in how employees are expected to deliver on the University’s mission as a result of the COVID-19 pandemic.

Taken together, these contributing factors have significantly weakened the relationship between the University of Minnesota and its employees. It is imperative for the administration – and by extension, the Board of Regents and the Minnesota governor and legislature – to take concerted action aimed at rectifying this situation. The University competes for talent locally, nationally, and globally. The consequences of a weakened employment relationship due to chronic underinvestment is that more and more of the University’s employees are poised to go elsewhere. The University of Minnesota needs to take action now<sup>23</sup> to make investments that promote employee retention and to develop a long-term plan for workforce investments aligned with the University’s values and goals. The principles outlined in this resolution, and their associated priorities, reflect input from faculty, staff, and students on ways the University of Minnesota can renew and strengthen the employment relationship through workforce investments.

An oft-repeated refrain heard in discussions of investing in the academic workforce, particularly at public universities, is “no new money.” A significant portion of the University’s budget goes to compensate its workforce. Consequently, declines in recurring state appropriations create a budget landscape in which tuition revenue and workforce-related expenses become two primary levers for balancing the budget. To be clear, faculty and staff at the University of Minnesota share – along with the administration, the Board of Regents, the Minnesota governor and legislature, and the U’s many students and their parents – the value of keeping higher education affordable and accessible. At the same time, however, it is imperative that all stakeholders acknowledge and understand that efforts to keep tuition increases at a minimum have consequences: when state funding declines and tuition remains flat, the workforce suffers. Previous decades of cutting costs and increasing efficiency at the University have pushed the current workforce to its limits. When the workforce suffers, mission delivery eventually suffers as an increasing proportion of faculty and staff become demoralized, burn out, and disengage because they feel overworked and undervalued.<sup>24</sup> Student success – a primary commitment in MPact 2025, the U’s current strategic plan – depends critically on the institution having a vibrant workforce of engaged faculty and staff. Failure to adequately invest in the workforce thus undermines the University’s mission and strategic plan. Hence, “no new money” should not be regarded by any stakeholders as a satisfactory end to conversations about workforce investment.

The University Senate acknowledges that some, though certainly not all, of the investment priorities outlined in this resolution will require money. Taking some of the actions called for in this resolution may require the University to secure new or additional revenue, for example through increases in state appropriations and unrestricted donor funds (i.e., “new money”) or by reallocating expected savings from the PEAK initiative. Moreover, such actions may further require the University to reprioritize its use of existing unrestricted revenues in future budgets to elevate the importance of workforce investment.

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<sup>23</sup> *The University Senate acknowledges that some efforts by the administration are already underway to enact changes that align with or complement some of this resolution’s principles and priorities. The PEAK initiative, for example, may help to establish clear pathways for professional development and career advancement (Principle 3). Likewise, the new University of Minnesota Unit Service Award will help demonstrate and recognize the value of institutional service work occurring at local units across the University (Principle 2).*

<sup>24</sup> [Employee engagement has markedly declined since 2019 \(16% drop for faculty & 8% for staff\)](#). This moves the University away from the sole MPact2025 goal (job satisfaction) on the status of our workforce.

The University Senate recognizes and is grateful for the work of many people at the University who are already enacting changes that align with or complement the principles listed above. This resolution calls for additional attention to and resources for those efforts in order for them to be implemented at present or incorporated into a longer-term workforce plan.

The University Senate envisions a key role for central administration in making the system-wide investments necessary to strengthen the employment relationship at the University. Given the decentralized nature of budgeting, however, it is also recognized that many budget decisions impacting the University's workforce are made by different Resource Responsibility Centers (RRCs), and even at the level of individual units. The University Senate therefore encourages central administration to require or incentivize RRCs and units to invest in the workforce in ways consistent with the principles of this resolution and that advance its priorities while at the same time avoiding the creation of unfunded mandates for such investment. In responding to this resolution, the University Senate further encourages the administration to use and develop internal capabilities whenever possible (as opposed to the common practice in higher education of hiring costly outside consultants).

The University Senate seeks to work in close partnership with the administration to identify and implement both near-term and longer-term workforce investments in response to this resolution. Indeed, the administration has shown early and on-going support for identifying investment priorities through shared governance. Development of a longer-term workforce plan should be viewed as a key collaborative endeavor between the administration and the University Senate. Actions taken by the administration in response to this resolution can serve to demonstrate a foundational commitment to shared governance and its ability to ensure the vitality of the workforce and advance the University's mission. Through shared governance, the University can become a leader in investing in its people, whose hard work allows the institution to deliver on its three-part mission and in so doing create exceptional value to the State of Minnesota.



# Workforce Reinvestment Resolution Task Force Report

## March 15, 2024

### Introduction & Background

The [Workforce Reinvestment Resolution](#) was developed and approved by the University Senate on April 27, 2023. University governance engaged in an extensive consultation process that informed the resolution. In response to this request, Interim President Ettinger asked Provost Croson, Senior Vice President Frans, and Vice President Horstman to convene a task force to review the Workforce Reinvestment Resolution, and to recommend a response. The charge letter was sent on August 2, 2023 to task force co-chairs Mary Rohman Kuhl, Senior Director of Total Rewards, and Beth Lewis, Vice Provost for Faculty and Academic Affairs, and task force members including Julie Tonneson, Vice President and Budget Director, Ole Gram, Associate Vice Provost for Academic Affairs, Mani Vang, Senior Director of Employee & Labor Relations, Angel Uddin, Director of Equity, Diversity, and Inclusion, Keisha Varma, Associate Vice President, Office for Equity and Diversity, and Maggie Flaten, Assistant to the President. Connor Pride, Human Resources Professional II from UMD, was added to the committee mid-way to represent the system campuses. There was also an advisory panel appointed which included Colleen Flaherty Manchester, Professor, Work and Organizations, Past FCC Chair, Adolfo Carrillo Cabello, Technology Enhanced Language Learning Specialist, Past P&A Senate Chair, and Charles Rank, Payroll Systems Analyst, a member of the Civil Service Senate and Co-Chair for the Civil Service Rules Committee.

The Workforce Reinvestment Resolution Task Force convened nine meetings (90 minutes each) from September 15 to November 6, 2023 to focus on developing a response to the request of 23 investment priorities. All meetings included committee members and the advisory panel. The task force spent the first three sessions discussing 21 of the 23 workforce reinvestment resolution requests to ensure all members of the committee had a full understanding of each priority, including rich discussions on the motivations underlying each priority. The two graduate student priorities were not discussed given the graduate assistants are represented by a labor union. There was a focus on return on investment, the cost of inaction, and DEI implications in addition to barriers to implementation. The task force next grouped the priorities into seven areas to organize future discussions based on areas of expertise. Additional information was requested from individuals outside of the committee for some of the priorities and this information was discussed in the larger group. The committee spent the remaining meetings discussing strategies to address the 21 requests.

## Executive Summary of Recommendations

This report provides a multi-year plan for addressing the resolution priorities, organized into four categories based on the projected implementation year (FY24-FY26). This plan was reviewed and supported by the task force members. As with any proposal that spans multiple years, the University will continually reassess new priorities and constraints from year to year, which may require that this work extend beyond FY26.

Category	Description	Number of Priorities in this Category
Category 0	Already implemented or will be implemented in remaining months of FY24	3
Category 1	Implemented in FY25	7
Category 2	Implemented in FY26	9
Category: "Off the Table"	Unable to, or do not recommend, implementing	4

### Category 0 - Priorities Already Implemented or that Will be Implemented in FY24

There are three Workforce Reinvestment priorities that the University has already delivered this academic year:

- Establish more concerted collaboration between the Office of Human Resources (OHR) and the Office of the Vice Provost for Faculty Affairs to support faculty careers, from hiring to leadership development opportunities. (Principle 3; Priority 3)
- Create a new system-wide award that recognizes excellence in service at the unit level and signals the importance of this work to the University community (Principle 2; Priority 3a)
- Reduce or eliminate existing barriers to the Regents Scholarship Program. (Principle 3; Priority 1)

There are also actions we recommend taking to lay the groundwork for delivery of other priorities in FY25 and FY26. The actions to be taken in FY24 are italicized:

- Mitigate employee burnout by establishing burden reduction committees. (Principle 4; Priority 2)
  - *A burden reduction committee for the Office of Research and Innovation has been formed and we look forward to establishing similar committees as guided by university governance.*
- Facilitate a culture change that empowers employees to use their work time for tasks and projects most impactful to their roles and responsibilities, including designating who is responsible for enacting change across campuses and appointment types, and provision of resources to enact lasting change. (Principle 4; Priority 1)
  - *The writing hunkers that allow faculty to focus on writing for an extended period of time were expanded in FY23 and FY24, and the intention is to continue this expansion in the future.*

- Service assignments should be made in ways that are fair and equitable. Service assignments should not chronically go beyond the level of service normally required for a given position to eliminate uncompensated service and service that becomes a liability in considerations of merit review and promotion. (Principle 4; Priority 2)
  - *In FY23, a session was added in the PALS program for new heads and chairs that addressed equitable distribution of work assignments based on the [NSF-funded Faculty Workload and Rewards Project](#). There was also an optional session offered to all chairs and heads that addressed this issue. We will continue this work in FY24 and beyond. The [merit review quick guide](#) was also developed that addresses equitable distribution of merit and valuing service during the merit review process.*
- Eliminate discrepancies in pay and benefits between civil service and labor-represented employees. (Principle 1; Priority 4)
  - *Estimate the costs to increase salaries for civil service and P&A supervisors who are paid less than their direct reports, as well as costs to bring all Civil Service and P&A salaries to at least \$20 per hour. These increases will be budgeted across FY25 and FY26.*
- Allocate a portion of annual salary increases to reward meritorious performance. Allocate a portion of the annual salary increase to invest in market adjustments that address COMPA ratios < 1.0. Identify and eliminate salary inequities based on demographic identities and establish new policies and procedures to prevent their recurrence in the future. (Principle 1; Priorities 1b, 1c, 2)
  - *We will continue to advocate for funding for merit and market adjustments and will also continue to implement employee & faculty Market Refinements.*

**Category 1 - Summary of Priorities we Recommend be Implemented in FY25**

- Make career ladders and advancement opportunities accessible to all employees and include regular assessment of career advancement patterns from an equity perspective. (Principle 3; Priority 4)
- Encourage the use of multi-year contracts for contingent and term faculty. (Principle 2; Priority 2)
- Revise job descriptions to include on-site, off-site, and hybrid. (Principle 2; Priority 5a)
- Create guidelines for on-site, off-site, and hybrid work (Principle 2; Priority 5b)
- Establish criteria for fully remote work (Principle 2; Priority 5c)
- Establish a system-wide minimum per-credit-hour payment for courses for all employees teaching on a per-credit basis. (Principle 1; Priority 3)
- Eliminate discrepancies in pay and benefits between civil service and labor-represented employees (Principle 1; Priority 4)
  - *Provide pay increases to civil service and P&A supervisors who are paid less than their direct reports, and provide pay increases to bring hourly rates to at least \$20 per hour. A portion of these increases may need to be implemented in FY26 depending on the cost.*

The following are actions (in italics) we recommend taking in FY25 to lay the groundwork for delivery of other priorities in FY26:

- Establish system-wide norms around providing additional compensation (e.g., in the form of stipends or administrative supplements) or releases from other duties (e.g., teaching or future service) for sustained service commitments that go beyond the level of service normally expected for a given position. (Principle 2; Priority 3b)
  - *The Provost's office will meet with the Associate Deans for Faculty Affairs to discuss this recommendation.*
- Implement strategies, programs, and policies that facilitate a culture change that empowers employees to use their work time for impactful tasks and projects (Principle 4; Priority 1)
- Service assignments should be made in ways that are fair and equitable. (Principle 4; Priority 2a)
  - *Engage with the Talent Strategy Group to begin a pilot program with 3-5 departments in which in-depth equity analyses are conducted that examines distribution of workload.*
- Establish a Regents Scholarship spousal/dependent tuition benefit to attract and retain staff and faculty, as well as boost connection to the University (Principle 2; Priority 1)
  - *Complete a comprehensive cost benefit analysis of providing the Regents Scholarship to dependents, as well as providing a 100% benefit to employees, and come to a decision about whether or not the University would support offering this benefit. This benefit, along with other benefit enhancements of significant cost, would be presented to all University employees for their feedback via a formal survey, resulting in a three- to five-year plan for benefit redesign that is most valued by employees.*
- Allocate a portion of annual salary increases to reward meritorious performance. Allocate a portion of the annual salary increase to invest in market adjustments that address COMPA ratios < 1.0. Identify and eliminate salary inequities based on demographic identities and establish new policies and procedures to prevent their recurrence in the future. (Principle 1; Priorities 1b, 1c, 2)
  - *Establish a Compensation Governance Committee inclusive of top HR, Finance and Academic leaders. Board Chair and Vice Chair would be available for consultation, as well as SCC Chair. The goal would be to make progress on key compensation decisions and funding.*
  - *Revisit how our annual pay increase pools are awarded, including our measures of merit. The report outlines an approach for non-faculty using a "merit-based market adjustment" plus a COLA percentage. This approach would be more effective at increasing compa ratios. The report also outlines recommendations for modifying annual salary increase criteria and the SERC processes for faculty.*
  - *Continue to advocate for funding for merit and market adjustments and will also continue to implement employee & faculty Market Refinements. We will provide education for supervisors and Human Resource professionals on achieving pay equity by tying pay to job mastery criteria, with awareness continually being drawn*

*to any conscious and unconscious biases that may affect merit and job mastery ratings.*

- *Implement required training for existing and new supervisors which would cover the principles and strategies of compensation at the University.*

## **Category 2 - Summary of Priorities we Recommend be Implemented or Finalized in FY26**

- Establish system-wide norms for providing additional compensation or releases from other duties for sustained service commitments beyond what is expected for a role. (Principle 2; Priority 3b)
- Facilitate a culture change that empowers employees to use their work time for tasks and projects most impactful to their roles and responsibilities, including designating who is responsible for enacting change across campuses and appointment types, and provision of resources to enact lasting change.
- Mitigate employee burnout by establishing burden reduction committees.
- Service assignments should be made in ways that are fair and equitable
- Service assignments should not chronically go beyond the level of service normally required for a given position to eliminate uncompensated service and service that becomes a liability in considerations of merit review and promotion
- Establish a Regents Scholarship spousal/dependent tuition benefit to attract and retain staff and faculty, as well as boost connection to the University. (Principle 2; Priority 1) *This is dependent upon the University's being able to offer this benefit and it being selected as the benefit enhancement of greatest value to employees, when compared to other benefit options.*
- Allocate a portion of annual salary increases to reward meritorious performance. (Principle 1; Priority 1b)
- Allocate a portion of the annual salary increase to invest in market adjustments that address COMPA ratios < 1.0. Principle 1; Priority 1c)
- Identify and eliminate salary inequities based on demographic identities and establish new policies and procedures to prevent their recurrence in the future (Principle 1; Priority 2)

The following are actions we recommend taking in FY26 as well:

- Continue to eliminate discrepancies in pay and benefits between civil service and labor-represented employees if this was not able to be fully accomplished in FY25.(Principle 1; Priority 4)

## **Priorities deemed to be “Off the Table”**

There were only four priorities that were deemed to be “off the table” and these include:

- Reclassify P&A teaching positions into faculty job codes (Principle 3; Priority 2)
- Allocate a portion of annual salary increases as a flat-dollar cost of living adjustment (COLA) for all employees, particularly in high-inflation environments. (Principle 1; Priority 1a)

The report outlines why a flat dollar COLA is not recommended. However, there is interest in exploring alternative ways for awarding annual salary increases which



could include a COLA adjustment that is represented as a common percentage of base salary.

- Connect graduate student employees' maximum and minimum wages to cost of living. (Principle 1; Priority 5)
- Guarantee vacation time and paid family leave for graduate students. (Principle 2; Priority 4)  
Graduate Assistants have recently unionized so all matters related to Graduate Assistant pay and benefits must now be handled through the collective bargaining process with the Graduate Labor Union-United Electrical (GLU-UE).

## **Table of Contents**

### **Talent Development**

[Collaboration to Support Faculty Careers](#)  
[Career ladders and Advancement Opportunities](#)

### **Faculty Employment & Pay Elements**

[Minimum Per-Credit-Hour Payment](#)  
[Multi-Year Contracts for Contingent and Term Faculty](#)  
[System-wide award Recognizing Service](#)  
[Compensation for Service Commitments](#)  
[Reclassify P&A Teaching Positions](#)

### **Workload**

[Time for Impactful Work](#)  
[Mitigate employee burnout](#)  
[Service Assignments that are Fair and Equitable](#)

### **Benefits**

[Reduce Barriers to Regents Scholarship Program.](#)  
[Regents Scholarship Program for Dependents](#)

### **Compensation**

[Eliminate Pay Discrepancies Between Civil Service and Labor-Represented Employees](#)  
[Flat Dollar COLA](#)  
[Annual Merit Pay Increases](#)  
[Annual Market Pay Adjustments](#)  
[Eliminate Salary Inequities](#)

### **Flex Work**

[On-Site, Off-site, and Hybrid Work in Job Descriptions](#)

[Priorities Related to Graduate Assistants](#)

[Match Maximum and Minimum Wages to Cost of Living](#)

[Vacation Time and Paid Family Leave](#)

## Talent Development

**Request: Establish more concerted collaboration between the Office of Human Resources (OHR) and the Office of the Vice Provost for Faculty Affairs to support faculty careers, from hiring to leadership development opportunities.**

**Summary of discussion.** The faculty career cycle is complex (e.g., post doc, early career, late career, phased retirements, emeritus status) and therefore, there should be more coordination between the Office of Human Resources and Provost's office for onboarding and supporting faculty. There is some work already underway in this area. For example, the Employee & Labor Relations office has been restructured so there will be increased capacity for specifically faculty relations. There is also work being done at the unit level to better equip Human Resources directors with skills to support faculty (e.g., HR leads onboarding). OED, specifically the Institute for Diversity, Equity, and Advocacy (IDEA), provides support for faculty hiring and development. Finally, OHR and Faculty Affairs already work closely together on some leadership development initiatives.

**Consensus.** The group agreed that more work could be done to improve collaboration between OHR and the Provost's Office to holistically support faculty. The Provost's Office and the Office of Human Resources will be responsible for this collaboration.

**Recommendations (Category 0).**

- 1) **FY24:** The Provost's Office and OHR have begun meeting every 2-3 weeks and these meetings will continue. How OED can also be involved in the collaborative meetings that are occurring between the Provost's Office and OHR will also be explored.
- 2) **FY24:** OHR Employee & Labor Relations has restructured to allow increased capacity for faculty relations.
- 3) **FY24:** OHR training has led to HR leads being better prepared to address faculty specific issues.
- 4) **FY25:** Explore if there are services OHR has that could be adapted specifically for faculty.

**Request: Make career ladders and advancement opportunities accessible to all employees and include regular assessment of career advancement patterns from an equity perspective**

**Summary of Discussion:** The task force discussion on this topic centered on the reclassification process and how it is not equally understood, managed or promoted across the University. Employees and supervisors do not all have the same awareness that jobs can be reclassified to higher levels and employees do not all have the same degree of comfort in approaching their supervisors to request that their job be submitted for reclassification. When a

decision is made to pursue a reclassification, OHR turns requests around within two weeks of receipt, yet employees report that the process can take many months to a year to complete. Finally, it was reported that not all managers have the same interest in advocating for a reclassification for their direct reports due to budget responsibilities and financial constraints. The request was for the University to drive the reclassification process more formally, perhaps at a particular time each fiscal year, when employees and managers would be prompted to review job duties and submit reclasses at a single time during the year, if appropriate. The counterpoint shared by University administration was that the need for reclassifications surface continuously throughout the year, sometimes involving time-sensitive situations or business needs. More than 1,000 reclassifications are performed each year so having all of these submitted at the same time would create a backlog of requests for the team of three individuals who perform reclassifications. Civil Service rules and labor contracts also indicate that employees have the ability to request a reclassification when they deem it necessary. Restricting reclassifications to a single time of year would therefore not be advisable.

**Consensus:** Employees and supervisors should all have the same awareness that jobs can be reclassified and an interest in having positions classified correctly.

**Recommendations (Category 1).**

- 1) **FY25:** Identify the most effective ways to make managers and employees aware that jobs can be reclassified, as well as the importance of reviewing job content on an annual basis and planning for any needed adjustments in fiscal year budgets. Implement these actions, which could possibly include mandatory supervisor training to raise awareness, support and accessibility. This item has been identified for FY26 due to the numerous other commitments for FY25, including commitments outlined within this report.

## **Faculty Employment & Pay Elements**

**Request: Establish a system-wide minimum per-credit-hour payment for courses for all employees teaching on a per-credit basis**

**Summary of discussion.** There is potential hardship for adjunct faculty who work close to full-time across multiple departments and do not receive benefits. It is unclear how often this is occurring and if this situation is occurring, it would be inconsistent with policy. Additionally, the per credit pay may be considered low in some colleges.

**Consensus.** There is a need to identify cases of adjunct faculty who are working across departments and teaching more credits than is allowed based on policy. There should be a system-wide minimum per-credit-hour payment for courses, however, further exploration is needed regarding Duluth and Crookston given they are unionized.

**Recommendations (Category 1).**

- 1) **FY25:** Communicate reminders to HR directors regarding policies for non-benefits eligible employees who teach on a per credit basis.
- 2) **FY25:** OHR will run a report each semester that calculates multiple appointments and provides a status update on the overall FTE of each individual. OHR will then share the report with appropriate colleges to address concerns/improve the hiring process. Next, this

process will be evaluated after a year to determine if a University-wide hiring process needs to be developed to ensure consistent hiring of adjunct faculty across the system.

- 3) **FY25:** Discuss with Deans and HR to determine an appropriate system-wide minimum per-credit-hour payment for courses taught per credit (possible implications will need to be explored for Duluth and Crookston given they are unionized). Consult with the appropriate shared governance committee(s).
- 4) **FY26:** Implement the minimum per-credit-hour payment for courses taught per credit.

**Request: Incentivize and normalize the use of multi-year contracts for contingent and term faculty**

**Summary of discussion.** Lecturers and teaching specialists can feel vulnerable due to the potential of non-renewal each year. They spend a significant amount of time preparing for courses while feeling uncertain if they will teach the courses again the following year. The use of multi-year contracts is determined at the college/unit level and can be difficult to implement due to budget constraints. It was also discussed that annual renewable contract positions prevent investments in high quality work/teaching. Some colleges are already offering multi-year contracts. CLA, for example, has an established process. Even in cases where there is demonstrated programmatic needs (e.g., offering pre-requisite courses or courses that are part of a series), budgetary considerations prevail.

**Consensus.** The potential for policies and/or guidelines that encourage the use of multi-year contracts needs to be explored further.

**Recommendations (Category 1).**

- 1) **FY25.** In recognition of the diversity of programmatic needs, the decision to provide multi-year contracts to P&A instructional staff will remain at the college/departamental level; however, the faculty affairs office in consultation with governance, will develop and distribute guiding principles.

**Request: Create a new system-wide award that recognizes excellence in service at the unit level and signals the importance of this work to the University community**

**Summary of discussion.** There is a need to create a formal program that provides recognition for contribution to the unit that is beyond instructional responsibilities or job duties. Additionally, based on anecdotal information, some P&A instructional staff may engage in service without a percentage of their appointments allocated to service.

**Consensus.** There is a need to recognize service that is beyond what is typically assigned at the unit level. P&A instructional staff engagement in service commitments (type and how much) should be examined in addition to the percentage of their appointments that are allocated to service. Policies and/or best practices regarding service assignments for P&A instructional staff are needed that possibly include a default percentage allocated towards service.

**Recommendations (Category 0).**

- 1) **FY24:** The Faculty Consultative Committee and Provost's Office collaborated in FY23 to create the system-wide Awards for Academic Unit Service. Thirty-nine tenured/tenure-track faculty, contract faculty, lecturers, and teaching specialists received the Award for Excellence in Academic Unit Service (\$500), 5 received the Provost's Unit Service Awards (\$5,000), and one received the University of Minnesota Unit Service

Award (\$15,000). The intention is to continue this award in the coming years and increase efforts to further encourage department chairs/heads to nominate individuals (up to 160 awards for excellence in academic unit service could be made in each year).

- 2) **FY25:** Obtain information from academic units on whether P&A instructional staff typically have a percentage of their appointment allocated to service and what types of service tasks P&A instructional staff typically engage in. Survey the units to determine if P&A instructional staff are engaging in service without a percentage allocation in their appointment for service.
- 3) **FY25:** Implement policies and/or best practices guidelines regarding service assignment recommendations for P&A instructional staff.

**Request: Establish system-wide norms around providing additional compensation (e.g., in the form of stipends or administrative supplements) or releases from other duties (e.g., teaching or future service) for sustained service commitments that go beyond the level of service normally expected for a given position.**

**Summary of discussion.** Explore the possibility of creating norms in which service in the summer for 9 month employees is compensated (e.g., via course buyouts, reduced service over the academic year, financial compensation). The challenge is some colleges have more resources than others to address this issue.

**Consensus.** Significant service in the summer for 9 month employees should be compensated or delayed to the fall. Course releases should be considered for service assignments during the summer or the academic year that far exceed the faculty appointment percentage allocated for service.

**Recommendations (Category 2).**

- 1) **FY25:** The Provost's office will meet with the Associate Deans for Faculty Affairs to discuss this recommendation and to determine what is financially and logistically feasible compensation for summer service work.
- 2) **FY26:** Based on discussions in FY25, the faculty affairs office in consultation with governance will develop a guidelines policy or best practices document that addresses compensation related to service that occurs during summer months for 9 month appointments.
- 3) **FY26:** Implement the guidelines policy or best practices document developed in FY25.

**Request: Reclassify P&A teaching positions into faculty job codes**

**Summary of discussion.** There are contract faculty members and P&A instructional staff doing similar work but have different job titles. In most cases, the tenure policy only allows for clinical faculty to be contract faculty. Therefore, the appointment of contract, non-tenure track teaching and research assistant professors in the 9401/9402/9403 job code classification is not consistent with policy. There are also cases in which P&A instructional staff are not allowed to participate in governance of their unit (e.g., voting on curriculum issues), which should be addressed. There is significant variability regarding the allocation of professional development funds to P&A instructional staff and contract faculty across units. The lack of professional development funds can negatively impact development of individuals in these positions.



**Consensus.** The University should examine the above outlined issues related to contract and P&A instructional staff.

**Recommendations (Category “Off the Table” but related issues will still be addressed).**

- 1) Do not reclassify P&A teaching positions into faculty job codes without going through a significant policy review/change.
- 2) **FY25:** Faculty governance have formed working groups to investigate P&A instructional staff issues. Next steps will be identified upon receipt of the reports from the governance working groups.
- 3) **FY26:** Policy and guidelines related to the above outlined issues will be implemented.

## **Workload**

**Request: Facilitate a culture change that empowers employees to use their work time for tasks and projects most impactful to their roles and responsibilities, including designating who is responsible for enacting change across campuses and appointment types, and provision of resources to enact lasting change.**

**Request: Mitigate employee burnout by establishing burden reduction committees.**

**Summary of discussion.** Employees spend a significant amount of time on urgent work, leaving less time for big picture, high impact work. There is a need to create a culture that protects employees’ time to allow for focus on high impact work. This culture change could come from the top down. There is also a need to address the issues that are contributing to burnout. There are items that we need to stop doing. Employees should be selective regarding what they are doing. There is a need for systematic ways to dedicate time to innovative work (e.g., innovation summit/days).

**Consensus.** There is a strong need to address employee burnout and the protection of time for high impact work. The best way to address burnout is to address the causal factors that are leading to burnout. It is unclear the best way to address these causal factors.

**Recommendations (Category 2 for both requests).**

- 1) **FY24:** A [faculty burden reduction committee](#) related to research processes was established by OVPR in 2022 and this work has continued.
- 2) **FY25:** The writing hunkers that allow faculty to focus on writing for an extended period of time were expanded in FY23 and FY24, and the intention is to continue this expansion in the future.
- 3) **FY25:** The faculty affairs office and OHR, in consultation with governance, will develop a guidance document with recommendations for circulation to Deans, Associate Deans and Chairs that applies to all non-bargaining employee groups.
- 4) **FY26:** Recommended policies and/or guidelines will be released in FY26.

**Request: Service assignments should be made in ways that are fair and equitable**

**Request: Service assignments should not chronically go beyond the level of service normally required for a given position to eliminate uncompensated service and service that becomes a liability in considerations of merit review and promotion**

**Summary of discussion.** There is a need to examine service assignment inequities by gender and race. Units should receive guidance on conducting an equity analysis regarding service assignments. Departments who are doing well regarding equitable distribution of workload should be examined to determine best practices. Service work should not interfere with teaching and research assignments.

**Consensus.** There is a need to create strategies to ensure fair and equitable assignment of service.

**Recommendations (Category 2 for both requests).**

- 1) **FY24:** In FY23, a session was added in the PALS program for new heads and chairs that addressed equitable distribution of work assignments based on the [NSF-funded Faculty Workload and Rewards Project](#). There was also an optional session offered to all chairs and heads that addressed this issue. We will continue this work in FY24 and beyond. The [merit review quick guide](#) was also developed that addresses equitable distribution of merit and valuing service during the merit review process.
- 2) **FY25:** Engage with the Talent Strategy Group to begin a pilot program with 3-5 departments in which in-depth equity analyses are conducted that examines distribution of workload.
- 3) **FY26:** Expand this pilot program to additional departments.

## **Benefits**

**Request: Reduce or eliminate existing barriers to the Regents Scholarship Program.**

**Summary of Discussion & Consensus:** The Regents Scholarship policy was up for comprehensive review, and feedback on barriers with the Regents Scholarship had been shared with OHR, prior to the start of the Workforce Reinvestment Task Force. As a result, a comprehensive policy review was already well under-way when the Task Force formed. The primary areas of feedback were to: Make the program more accessible, simplify the policy and process, trust employees to use the program appropriately, and improve awareness of tax implications.

**Recommendation (Category 0).**

A cross-functional team, including individuals from OHR, Tax, One Stop, IT, and members from each of the three governance groups, collaborated from May through October 2023 to draft a new policy, simplify related forms and streamline the process for requesting the benefit. Input was obtained from governance groups in November. The feedback was very positive and, after going through policy reviews from December through February, we anticipate posting the new policy in

**March of 2024.** Highlights of upcoming improvements include:

- 1) Elimination of three layers of signatures for classes (supervisor, second level supervisor and HR Lead). Supervisor signature is now only required if the employee is requesting to take a class during their scheduled working hours.
- 2) Three areas of expansion: Wording that previously indicated that only one course per semester was generally considered appropriate has been removed. The benefit is no longer pro-rated for employees who terminate employment before the end of the semester. Those on the layoff list are now allowed to take any two courses per semester they are interested in, rather than being limited to two courses that are job related.

- 3) Tax forms have been enhanced in the following ways: Taxable and non-taxable courses are now better defined. Tax forms include clear examples of what the tax requirements will look like on certain graduate classes, which will provide employees with up-front awareness of tax implications. HR Lead approval is no longer required on tax exclusion applications.
- 4) We will be renaming the policy to the Regents Tuition Benefit Program. This new name would be more approachable than the Regents Scholarship, which may wrongly suggest to employees that only the highest academic performers are selected for a limited number of scholarships.
- 5) The benefit will be more widely promoted, as well as the Minnesota Postsecondary Child Care Assistance Grant which provides financial assistance to Minnesota residents, who have lower levels of household income, for childcare while attending classes.
- 6) The process and forms for submitting a request have been streamlined. Employees will now fill out a few key pieces of information and route the form to the OHR Contact Center. The form is then triaged to remaining departments and arrives at One Stop with the employee being copied. This process will be automated as soon as a developer is available to work on it.

**Request: Establish a Regents Scholarship spousal/dependent tuition benefit to attract and retain staff and faculty, as well as boost connection to the University**

**Summary of Discussion:** The request is to expand the Regent's Scholarship to provide free or discounted University of Minnesota tuition to dependents of employees and to provide 100% reimbursement to employees with first degrees, rather than the current benefit level of 75%. It was noted that many other Big 10 universities offer this benefit and that this is the benefit identified by our employee governance groups as most important and valued among employees. Various groups have created cost estimates for this benefit with results varying by several million dollars, depending on the assumptions used for the cost estimate. The group emphasized that even if the cost is fairly significant, the value produced in terms of our increased ability to recruit and retain employees could be just as significant.

**Consensus:** The University should complete a formal cost benefit analysis and decide if the University would be open to offering this expanded benefit to employees and their dependents.

**Recommendations (Category 2).**

- 1) **FY25:** We recommend the University complete a comprehensive cost benefit analysis of providing the Regents Scholarship to dependents, and providing a 100% benefit to employees, and come to a decision about whether or not they would be open to offering this benefit. The projected costs and projected benefits of these enhancements vary widely depending on the assumptions used to perform the analysis. For this reason, we feel a thoughtful, thorough and accurate discussion related to the financial modeling, as well as the return on investment, will be essential. This modeling will be led by OHR, Finance, and Institutional Data & Research (IDR). Governance groups will have a chance to review the logic and assumptions used to determine the cost estimates and estimated return on investment to the University.
- 2) **FY25:** This benefit, if able to be supported by the University, along with others of more significant cost, would be presented to all University employees for their feedback via a

formal survey that would be developed together with the SCC.<sup>1</sup> Other employee requests for benefit enhancements currently include having lower FTE requirement for benefit eligibility, providing credit for years worked at previous employers, adding family planning and building benefits, adding emergency childcare, and adding college loan repayment programs and tuition reimbursement for certain degrees not conferred at the University of Minnesota. We must acknowledge that there are limits to what we can financially provide. We therefore need to determine what is most valued by our employees. Not all employees make their interests known to University governance committees or are comfortable advocating for their needs, particularly in public settings. We recommend the University conduct a formal survey that would give employees an opportunity to provide input regarding their preferences. The findings from this analysis would create a long-term, three- to five-year plan for benefit redesign, of which expanded Regents Scholarship for employees and dependents might be a part.

- 3) **FY26:** The results of the formal survey, along with a multi-year roadmap of recommended benefit changes and enhancements would be presented to the SCC for feedback.

It should be noted that the North Star Promise is a new state financial aid program that allows resident students whose families make under \$80,000 per year to receive free tuition and fees at the University of Minnesota and other public postsecondary institutions in the state. This, admittedly, would not benefit households earning \$80,000 or more who would continue to have an interest in discounted tuition.

## Compensation

### **Request: Eliminate discrepancies in pay and benefits between civil service and labor-represented employees**

**Summary of Discussion:** The governance group representatives clarified that this topic relates only to pay, not benefits. It was also acknowledged that any pay analysis for this priority should encompass P&A employees as well. The main concerns are that the top steps of union scales sometimes exceed civil service salaries and supervisors in civil service roles are sometimes paid below their direct reports. During our discussion, it was noted that some labor-represented positions are highly technical roles that are paid higher in the market than some of our civil service roles. In those cases, it would be appropriate for some labor represented salaries to exceed those of some civil service positions. However, only under unique circumstances would a civil service supervisor be paid less than their direct reports. The committee noted that the most recent Teamster and AFSCME contracts resulted in a pay floor of \$20 per hour for union members, but there are still civil service and P&A employees paid below \$20 per hour. The committee noted that civil service and P&A salary ranges are aligned to the market, as are labor represented salary

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<sup>1</sup> The University already provides medical coverage and retirement matches that are more generous than other large employers in the Twin Cities. Additional investments have been made in recent years to other benefits such as: enhancing mental health services through Lyra which is a more expansive EAP provider, adding gender affirmation care through the medical plan, implementing a Roth conversion option within the Faculty Retirement Plan, adding Juneteenth as a University holiday, partnering with Omada to prevent and optimally manage diabetes, extending the Wellbeing program to non-benefit eligible employees, and providing an additional 80 sick and safe hours as required by the State of Minnesota, to name just a few.

scales via the negotiation process, so the infrastructures for pay management decisions are sound.

**Consensus:** The committee felt it would be advisable to review civil service and P&A salaries and prepare cost estimates to correct the most obvious pay compression issues where supervisors are paid less than their direct reports. Additionally, a cost estimate should be developed to identify the cost to bring salaries of all civil service and P&A employees to a minimum of \$20 per hour.

**Recommendations (Category 1).**

- 1) **FY24:** Provide cost estimates to increase salaries for civil service and P&A supervisors who are paid less than their direct reports. Also, perform a cost estimate to increase all Civil Service and P&A salaries to at least \$20 per hour.
- 2) **FY25 through FY27:** Due to the anticipated costs of these changes, we presume the timing for any related pay adjustments may need to be phased across two or three fiscal years.

**Request: Allocate a portion of annual salary increases as a flat-dollar cost of living adjustment (COLA) for all employees, particularly in high-inflation environments**

**Summary of Discussion:** It was acknowledged that a 1% pay increase to a higher salary has more ability to offset increased costs associated with goods and services that have relatively low price point differences like groceries, gas, and auto services, than a 1% pay increase to a lower salary. Providing a flat dollar amount was proposed as a solution that would provide the same additional or incremental purchasing power regardless of income level. This flat dollar amount would be added to base salary, rather than be a one-time payment. The cost to provide a \$500 flat dollar increase would be roughly \$8M (0.5% of payroll) and a \$1,000 flat dollar increase would be \$16M (1.0% of payroll). The primary counterpoint to offering this flat dollar amount is that, unlike the consumer items listed above, many goods and services have highly variable price points (home prices, rent, cars, appliances, etc.), which are therefore affected by inflation to greater or lesser degrees and are purchased at differing levels and rates by different households. It is therefore difficult to identify the impact of inflation to particular households. Published surveys on annual salary increase plans show that other organizations recognize this and generally provide the same annual increase pool for all employee groups, regardless of income level. A flat dollar COLA would result in a subset of our employees receiving a lower salary increase percentage than what is provided in the market. This would result in lower compa ratios and the need for future market adjustments.

**Consensus:** There was unanimous desire to advocate for lower paid employees yet awareness of the shortcomings of providing a flat dollar-amount COLA.

**Recommendation (Category “Off The Table” but related issues will still be addressed).**

We do not recommend implementing a flat dollar COLA, even during years of high inflation. Instead, it is recommended that the University:

- 1) **FY24 and beyond:** Continue to monitor and increase salary floors to ensure they are competitive. The University has already implemented higher floors for groups such as postdocs, student employees, Teamsters and AFSCME. Increasing the minimum for civil service and P&A salaries to \$20 per hour, as referenced earlier in this report, could be another effective way to increase purchasing power. Cost estimates for these and other



salary floor increases will continue to be developed annually and submitted as inputs to the budget for the following fiscal year.

- 2) **FY24 and beyond:** Continue to advocate for a larger market adjustment account so that salaries can be brought to market-competitive levels, including those salaries that are compressed at the bottom of salary ranges. Any increases would be based on the employee's level of job mastery as compared to the University's range position criteria. Supervisors would be coached in ways to remove conscious and unconscious biases when making these job mastery assessments. These salary increases will increase purchasing power for employees who receive these adjustments and provide a stronger base salary when future merit increases are applied.
- 3) **FY25 and beyond:** Consider enhancing education provided to supervisors on the importance of using the full salary range for new hire offers and promotional pay increases. More competitive salary offers at time of hire and promotion would positively impact purchasing power.

**Request: Allocate a portion of annual salary increases to reward meritorious performance**

**Request: Allocate a portion of the annual salary increase to invest in market adjustments that address COMPA ratios < 1.0**

**Request: Identify and eliminate salary inequities based on demographic identities and establish new policies and procedures to prevent their recurrence in the future**

These three requests are being grouped together with a common response due to their interdependencies.

**Summary of discussion:** Competitive pay, based on job mastery and performance, was identified as the highest priority over any of the other reinvestment suggestions within this report. The request of setting aside annual pay increase pools for merit adjustments and market adjustments was supported by the full committee. As outlined above, providing a flat-dollar COLA is not recommended, but there would be interest in exploring a COLA percentage.

**Consensus:** The team agreed on the importance of merit and market increases, and was supportive of cost of living increases provided as a percentage to base salaries, rather than a flat-dollar amount. The team also acknowledged how difficult it is to have any one of these programs be effective when we are dividing up a relatively small annual increase pool of 2-4%. There was acknowledgement that the newly implemented market adjustment funds of FY23 and FY24 have been a good first start but that the amount set aside for annual salary increases needs to be greater, and/or administered in a more effective way, to make improvements in our overall compa ratios. It seems that the University would need to provide more for their annual increase pools than what is being provided by other organizations, and this difference probably needs to be sustained for a period of several years, until compa ratio gains can be achieved. The team acknowledged that budget constraints are real and that the effectiveness of efforts in these areas can only occur if these funds become a strategic budget imperative, much like the University's multi-year capital plans. The team agreed that colleges and units have very different methods for awarding merit and market pay increases and it would be ideal to implement any new approaches consistently across the University.

**Recommendation (Category 2 for all three requests).**

- 1) **FY25:** Establish a Compensation Governance Committee. This committee would consist of the following roles: Chief Human Resources Officer and Senior Director of Total Rewards, Chief Financial Officer and Budget Vice President, Provost and Vice Provost for Faculty and Academic Affairs, General Counsel and Associate General Counsel. After appropriate input from key University stakeholders, including Deans, Associate Deans for Faculty Affairs, HR Leads and university governance groups, this group would:
  - a) Make recommendations to the Board of Regents on foundational compensation decisions such as how we define the market for various employee groups and job families, how we define merit for purposes of annual pay increases, our desired pay stance relative to market, and similar pay-related topics.
  - b) Develop an ongoing and prioritized master list of system-wide compensation issues that are in need of funding.
  - c) Identify the most effective way to advocate with the Minnesota Legislature and the Board of Regents for funding of these increases in the upcoming fiscal year budgets.

We further recommend that:

- The Chair of the Senate Consultative Committee or designee be an ex officio member of the committee
- The Board of Regents chair and vice chair(s) be invited to meet with the committee each semester for questions and consultation.
- The committee would provide reports and updates to the Board of Regents as requested.

The formation of this type of committee has been strongly considered over the past year by the Office of Human Resources, with timing now being optimal with the arrival of a new University President, new Board members and an ever-increasing need of funding priorities. Below are initial suggestions for what this committee could consider. We have listed these priorities as independent actions in the event the formation of a Compensation Governance Committee is not adopted. These actions could be pursued without that Committee structure in place.

- 2) **FY25:** Revisit How our Annual Pay Increase Pools are Awarded, Including our Measures of Merit. Board policy states that the University is to provide pay increases based on merit. Over the past two years the University has reserved a small portion of the annual merit pay increase pool for market adjustments and there is interest in also considering some COLA percentage as well. Financial modeling has shown that dividing a small pool into multiple components results in inadequate funding to make significant gains in any area. As a result, OHR has been modeling alternative methods for awarding annual pay increases that are based on two components. The first is a pay increase pool that awards for merit but also simultaneously moves the employee closer to their individual market-competitive rate of pay. This type of “merit-based market adjustment” would allow us to make gains on market position for salaries. The second is a COLA percentage that is provided to all employees. We recommend that these and other viable models be vetted with University stakeholders for potential implementation. A full cost analysis would be required of any option that shows initial support from the University. It is likely that the

method for awarding annual pay increase pools will be different for faculty than for non-faculty employees:

- a) For civil service and P&A employees, merit has been defined as an employee's most recent performance review score. However, we could shift our definition of merit to correspond to "job mastery". This is an assessment of how a person is mastering their role over time and is what determines the level of salary they could command in the external market. The University has developed definitions of job mastery that correspond to where an employee should be placed within a salary range. The annual pay increase could be tied to this assessment, rather than a performance review score, which would result in a merit-based pay increase that gets each employee closer to their competitive market point for salary. It would take a series of years to make needed corrections, with positions that are most difficult to recruit and retain being most likely to receive the additional pay increases in earlier years. It would be ideal if the funding for this, at least for a few years, could be above what would have customarily been provided for the merit increase fund alone.
  - b) For faculty, there may be an opportunity to incorporate an analysis of market adjustments into a revised Salary Equity Review Committee (SERC) process. In partnership, the Provost's Office, OHR and the FCC could identify the inputs for a faculty annual performance or merit assessment, which could include factors such as research, teaching, student satisfaction, length of service and service/committee work. Pay for faculty within a department would then be assessed to determine where pay increases would be warranted to ensure relative and appropriate pay similarities and differences based on these variables. To make salary comparisons to the market, administration and faculty would need to come to an agreement on the appropriate labor market for faculty on each campus. And, again, it would be optimal if the funding be greater than what would have customarily been provided for the merit increase fund alone. In addition, it would be expected that any new approaches be consistently applied across the University.
- 3) **FY26 & FY27:** Continue to explore, and possibly design and implement, a new annual pay increase program. If a better alternative to our current merit increase program can be identified, we would recommend it be considered for implementation in FY 26 or FY27.
  - 4) **FY24 & Beyond:** Advocate for Funding. The University's current compa ratios are likely due to years of funding constraints that necessitated slightly lower annual pay increase pools than what was being provided in the external market. This, paired with insufficient compensation infrastructure to signal that pay was falling farther behind market medians, likely allowed this practice to continue and compound over time. To get compa ratios more closely aligned with employees' job mastery, there will need to be a series of years where the annual pay increase percentages is set above what others in higher education or local industry are providing. The University identified this need and instructed colleges/campuses/units to create both a market adjustment fund and a merit increase fund for fiscal years 2023 and 2024. The challenge will be to continue to fund this in years ahead, especially since we will also need funding for other pay increase needs such as

increases to minimum wages and salary floors, along with potentially increased benefits as described above.

- 5) **FY24-FY27:** Finish Remaining Employee & Faculty Market Refinement Work: The market refinement work completed to date has been instrumental in highlighting the state of salaries to the Board of Regents. The University should continue to implement planned market refinements for the Research, Libraries, Administration and Education job families. Refinements include a very important first step of identifying the appropriate market for each job family. Market data can then be correctly sourced for each position. In addition to the work we have performed for civil service and P&A employees, the Office of Human Resources completed market refinements for Duluth faculty and identified faculty market refinements for other campus locations as a key priority for FY25-FY27. The FCC recently submitted a report on faculty pay at the University indicating their interest in partnering with University administration to identify the correct market for faculty at each campus and the correct approach for pulling in market data for faculty. We recommend moving forward with these discussions so that we have sound market data and salary ranges for all of our employee groups. Market-based salary ranges are the cornerstone on which strategic compensation analysis and pay increases are made.
- 6) **FY24 and beyond:** Equity Assessments: Extensive education for supervisors and Human Resource professionals at colleges/campus/units emphasizes that pay equity will be achieved by doing the steps above consistently year-over-year, and with awareness continually being drawn to any conscious and unconscious biases that may affect merit and job mastery ratings. These messages should be repeated and continually reinforced. Hardwiring this type of pay adjustment methodology is the most critical step toward achieving and maintaining pay equity.
- 7) **FY25 and beyond:** Provide Education. Separate from this Compensation Governance Committee, we recommend the University require training for existing and new supervisors which would cover the principles and strategies of compensation at the University. We recommend a core curriculum of supervisory training be developed and required of all current and new supervisors at the University. This curriculum would cover topics such as principles and strategies of compensation at the University and performance management. This training would provide further education to supervisors on how to make job mastery assessments and how to prioritize pay decisions based on pressures in the market for various positions. This training would be a collaborative effort with OHR and the Provost Office.<sup>2</sup>

## Flexible Work

**Request: Revise job descriptions to include on-site, off-site, and hybrid.**

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<sup>2</sup> Too often, a compa ratio below 1.0 is inaccurately assumed to be non-competitive. Individual job mastery and performance should naturally result in employees being paid at a wide variety of locations within a salary range. This is because an employee's performance and job mastery dictate what type of salary they could command in the external market. Assessing job mastery and performance of an employee is therefore an essential first step toward knowing how that person should be paid relative to the market median salary (represented by the salary range midpoint). This is an important decision that is often overlooked and can lead to incorrect conclusions that a compa ratio of below 1.0 is non-competitive. Not all employees should be paid equal to the market median.

**Request: Create concrete guidelines to be used across the system that describe what work is flexible and set expectations for how to enable and supervise remote work.**

**Request: Establish criteria for fully remote (i.e., off-site) work.**

**Summary of discussion:**

In March 2020, the global pandemic quickly forced most of the University's workforce into working remotely full-time. When the pandemic began to subside and people were starting to return to in-person work environments, the University, in consultation with members of the University community, developed [Work. With Flexibility](#), a set of important guidelines developed to inform and support a flexible work culture, which remain in place today. These guidelines empower local leaders to define how best to adopt the University guidance to meet the unique work needs of their college, unit, or department, balanced with the employee perspective. Now that the pandemic is no longer a public emergency, the expectations that employees return to the office either full-time or multiple days a week has increased. However, we expect that hybrid work arrangements will continue across higher education, including Minnesota, given that hybrid work arrangements provide balance for employees and have been found to be an effective recruitment and retention tool. As these factors are considered, we must also recognize that not all positions are appropriate for remote work, and not all employees are effective at working remotely. The group acknowledged the importance of having clear flexible work arrangements that have a defined time period. Supervisors could benefit from more training and guidance to ensure that their job postings clearly state flexible work status, that they understand what kind of work can be performed hybrid or remotely, and that they know how to manage employees who are not working on campus.

**Consensus:**

There was unanimous interest in the University continuing to offer flexible work arrangements (remote and hybrid work) as an important recruiting and retention tool for University employees.

**Recommendation (Category 1 for all three requests).**

- 1) **FY25:** Enhance the existing [Work. With Flexibility](#) guidelines and training to better communicate to, and support, supervisors in determining when flexible work arrangements are appropriate, how to communicate and manage the status of flexible work arrangements with their employees, and best practices in supervising employees who are working hybrid or remote.

## **Priorities Related to Graduate Assistants**

**Request: Connect graduate student employees' maximum and minimum wages to cost of living.**

**Request: Guarantee vacation time and paid family leave for graduate students.**

**Consensus & Recommendation:** Graduate Assistants have recently unionized so all matters related to Graduate Assistant pay and benefits must now be handed through the collective bargaining process with the Graduate Labor Union-United Electrical (GLU-UE).

**Recommendation: (Category "Off the Table" for both requests).**



University Senate Resolution [Workforce Reinvestment: Rebuilding a Better U for Employees](#)

Date endorsed: April 27, 2023

From the Resolution:

*The University Senate requests that the administration respond with an assessment of expected time horizons for addressing different priorities. For those priorities identified as feasible in the immediate or near term, the University Senate requests that action be taken as soon as possible. For those priorities identified as requiring longer-term strategic planning, the University Senate requests that the administration formalize a longer-term workforce plan with commitments and goals that reflect the relevant principles and priorities and that includes metrics to assess the plan’s success in achieving its goals. For those priorities deemed to be off the table, even in the long-term, the University Senate requests that the administration respond with information on the basis for that determination.*

Administrative Response:

In August 2023, Interim President Ettinger charged Provost Croson, Senior Vice President Frans, and Vice President Horstman to convene a task force to review the University Senate Resolution [Workforce Reinvestment: Rebuilding a Better U for Employees](#) (resolution). Under the leadership of co-chairs Mary Rohman Kuhl, Senior Director of Total Rewards, and Beth Lewis, Vice Provost for Faculty and Academic Affairs, the task force met nine times during the fall 2023 semester and their work culminated in the [Workforce Reinvestment Resolution Task Force Report](#) (report).

We are grateful for the work of the task force in developing a comprehensive and detailed response, and also to the University Senate who broadly engaged with governance groups across faculty, staff, and students in the development of the resolution.

The report responds to the resolution's 23 priorities, identifying time horizons for each. The priorities are grouped into categories, based on when the administration anticipates they will be addressed or implemented. Additionally, there were four priorities that were out of scope, identified as “off the table.”

Category	Description	Number of Priorities in this Category
Category 0	Already implemented or will be implemented in remaining months of FY24	3
Category 1	Implemented in FY25	7
Category 2	Implemented in FY26	9
Category: “Off the Table”	Unable to, or do not recommend, implementing	4

It is helpful that there was already work underway to address a number of items that the resolution authors called out as priorities. The report highlights initiatives that were previously identified and being addressed before the resolution was written (identified in the report as “category 0”). Examples include the Office of Human Resources’ work to remove barriers to access of the Regents Scholarship program and the Provost’s Awards for Academic Unit Service.

With a presidential transition on the horizon, the administration recommends a focus on the efforts that the University could reasonably undertake over the next fiscal year (those identified in the report as “category 1”) – with modest budget implications. These recommendations may be revisited if the state legislature agrees to support the [University’s supplemental budget request](#) in the 2024 session. We recommend any level of supplemental state funding be allocated for market adjustments for faculty and staff.

The president-designate should be given an opportunity to review and modify any of these first actions, and then further shape and refine the strategies to address recommendations impacting fiscal year 2026 and beyond (those identified in the report as “category 2”). However, the report identifies one category 2 recommendation that the administration feels compelled to address: the establishment of a spousal/dependent tuition benefit. Previous analysis suggests that the addition of this benefit would present a significant cost to the University. Rather than direct funds toward this benefit that may be more valuable to some employees, and not applicable to others at all, the administration recommends a focus on supporting compensation-related items identified in the resolution, the report, and the Faculty Consultative Committee-endorsed [Report on the Competitiveness of Faculty Compensation](#). That being said, there may be less costly options related to this request that the president-designate may want to consider.

As the authors articulated in the resolution, the University of Minnesota can only carry out its mission successfully through its people. We agree with the resolution authors: “As the lifeblood of mission delivery, the academic workforce makes a university a common good through its dedication to teaching and learning; to research, discovery, and artistic creation; and to service and community engagement.” The administration remains committed to supporting the University’s workforce and overseeing the continued evaluation of the priorities outlined in the resolution.

## **A Brief History of the Workforce Reinvestment Resolution**

*Mark Bee, chair, Senate Consultative Committee and Faculty Consultative Committee*

The history of the [Workforce Reinvestment Resolution](#) begins with the Fall semester of 2021. That is the semester when class modality reverted to in-person teaching following what seemed like the worst of the COVID pandemic. Not all faculty, staff, and students were ready for that transition. Many faculty and staff were entering that semester in a state of exhaustion and burnout from the enormous lift it took to keep the institution running the previous 18 months. Also, inflation had jumped from 1.4% in January of 2021 to 7.0% by November<sup>1</sup>. This historic increase in inflation came on the heels of pay decreases in FY20 and a small 1.5% across-the-board pay increase in FY21. Based on what University Senate leaders were hearing, it was clear that the workforce was struggling.

Throughout much of 2022 and into 2023, University Senate leaders did a lot of organized listening and data collection around workforce issues, both within the University Senate as well as with various groups outside the U's senate structure. This involved a town hall, a "design thinking" forum, a survey, a series of brown bag luncheons focused on the workforce, and numerous meetings to consult with constituents. Three findings emerged from these efforts:

1. Many employees felt an *acute* sense of being overworked, underpaid, and undervalued by the institution.
2. Many of the concerns raised reflected *chronic* problems pre-dating the pandemic that had been dramatically exacerbated by the additional stressors brought on by COVID.
3. Many of the concerns were shared across employee groups.

In the Spring semester of 2023 workforce issues became the central focus of an informal group made up of the eight chairs and vice chairs/chairs-elect from the Consultative Committees of the Student Senate (SSCC), the Civil Service Senate (CSCC), the P&A Senate (PACC), and the Faculty Senate (FCC). It was this group of eight leaders from across the four senates that wrote the resolution. This represented an unprecedented degree of collaboration among employee groups working within shared governance. After additional consultation and discussion, the resolution was passed by a unanimous vote of the University Senate in April of 2023.

Two values guided the approach taken by the resolution authors in drafting the resolution:

1. Equity and Inclusion – It was important to the resolution's authors that the requests included in the resolution be made through an equity lens and reflect the concerns of all employee groups.
2. Transparency – At no time did it occur to the resolution authors to keep the resolution secret from the administration. Rather, in the true spirit of shared governance, the authors decided it was important to keep the administration abreast of the resolution as it took shape. They did so in several meetings with the administration.

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<sup>1</sup> <https://www.usinflationcalculator.com/inflation/historical-inflation-rates/>

## The University Senate's Perspectives on the Administration's Response to the [Workforce Reinvestment Resolution](#)

Mark Bee, chair, Senate Consultative Committee and Faculty Consultative Committee

The University Senate's views on the administration's response to the resolution can be summarized in a single sentence: **The University Senate is ambivalent and leaning toward dissatisfied**. Overall, many senators would concede that the administration's response may have gone as far as it could go at this particular point in time, given the U is transitioning to a new President in a year when the Minnesota Legislature provided none of the funding requested for core mission support. But the Senate is also clearly saying the response does not go nearly far enough. The remainder of this report is offered in support of this assessment.

The administration presented its response to the University Senate on April 25, 2024 ([view video here](#)). Prior to that meeting, senators were asked to read the resolution and the response to facilitate an engaging discussion. Following the presentation, senators were invited to complete a three-question anonymous survey, which closed April 30, 2024, and received 140 responses. The response rates were 100% for both civil service and P&A senators and 70% for faculty senators. Perhaps unsurprisingly, a survey about workforce issues elicited very few responses from student senators.

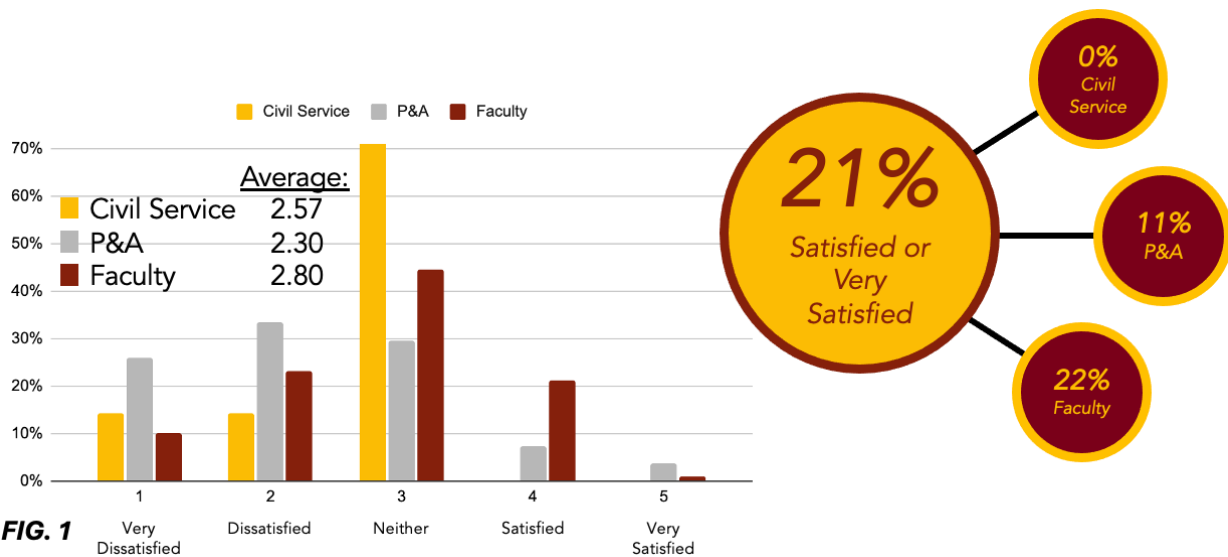
The first survey item was an open-ended question inviting senators to provide feedback on the administration's response. Sixty-five responses were received and are included in **Appendix 1**.

A second survey item asked senators to answer the following question on a 5-point scale: **"How satisfied are you with the administration's response to the Workforce Reinvestment Resolution?"** with 1 indicating *very dissatisfied* and 5 indicating *very satisfied*. The results are depicted in **Figure 1**, broken out by employee group. As the figure illustrates, many employees were in the middle: they were neither satisfied nor dissatisfied. However, the distributions are shifted toward lower values (averages of 2.3 to 2.8), indicating greater dissatisfaction than satisfaction. Overall, just 21% of respondents were *satisfied* or *very satisfied* with the administration's response. Nearly twice as many were *dissatisfied* or *very dissatisfied*.

Based on the written comments (**Appendix 1**), it is clear senators see some very positive things in the response, but they also see some significant shortcomings.

### On the positive side:

- *"It was admirable that the administration took this issue seriously, and I am realistic about what can reasonably be done in the very short term...."*
- *"I am impressed with the initiative itself and also with the administration's response...by and large it's a good and much needed effort."*



On the negative side:

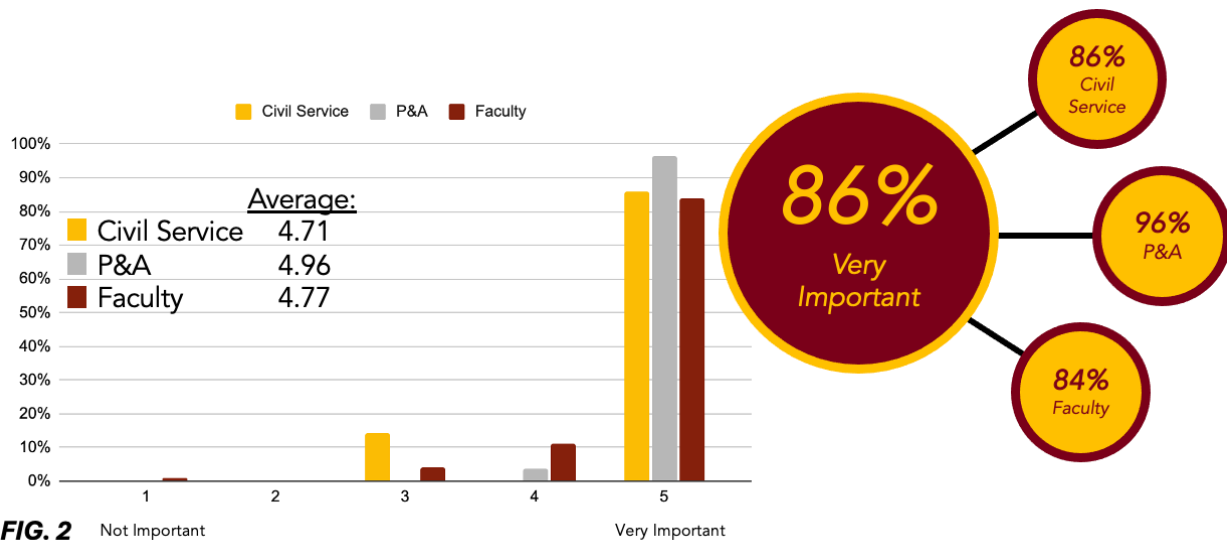
Numerous comments about specific elements of the response were received, many of which related to pay and benefits (see **Appendix 1**). More broadly, many comments mentioned something about the response lacking concrete “actions” or “remedies.” Here are some examples:

- *“It’s disappointing that the administration’s response mostly involves more study and discussion of the issues rather than concrete actions or implementation of remedies.”*
- *“Actions and commitments > committees and promises.”*
- *“Action is needed soon if the U wants to avoid staff unionization.”*
- *“It feels like there are mostly wishes and very few commitments. I do not have a sense that anything great is going to come of all this work, which is sad.”*
- *“[T]he administration’s responses were not always substantive or offering remediation.”*
- *“I’m concerned that discussion will go on forever, without any concrete action.”*
- *“Investment seems to be missing from the response.”*

The second survey item was more forward looking and asked senators to answer the following question on a 5-point scale: **“How important to you is it to see greater investment in the workforce as part of the University’s next strategic vision and plan?”** with 1 indicating *not important* and 5 indicating *very important*. The results are shown in **Figure 2**.

An overwhelming majority of senators believe it is *very important* that the U’s next strategic vision include greater investment in the workforce. Again, written responses (**Appendix 1**) put context around this result:





**FIG. 2** Not Important

Very Important

- *“I appreciate the Task Force's engagement with the report, but many of the responses feel like small fixes or band-aids. Full engagement will require strategic decisions and I hope to see the new President center employee compensation as part of the University's strategic plan.”*
- *“I do a lot of hiring and it has become increasingly difficult to hire anyone decent due to our low salaries. This has to change, or we will lose our ability to be innovative and even really to function. Our students deserve better.”*
- *“Workforce Reinvestment is critical to maintain our academic ranking.”*
- *“[T]he Regents need to start showing that they value their employees. People who feel valued stick around and work hard—taking care of them pays dividends.”*
- *“The easy stuff was addressed, but it's the hard stuff that needs to be done.”*

In conclusion, it is worth noting one final survey response from a senator who wrote, *“The [administration's] response is an acknowledgement, not a call to action.”* As the University transitions to a new President, the University Senate looks to the Board of Regents for a decisive *“call to action.”* We seek a new and aspirational vision for this institution that is rooted in the commonsense notion that it's the U's workforce – not our buildings, not our IT infrastructure – that ultimately brings our mission to life. To achieve that vision, the institution will need a new strategic plan that centers the workforce's contribution to our mission and addresses workforce concerns through *“concrete actions”* that do *“the hard stuff that needs to be done.”*

## **Appendix 1. Written Survey Responses**

The following 65 written comments<sup>2</sup> were received in response to the following open-ended prompt: **“Please use this space to provide any comments you would like to share with University Senate leadership on the administration's response to the WRR. Include here any questions you did not get to ask at the April 25 University Senate meeting.”**

1. The dependent tuition benefit could take many forms -- please explore creative possibilities. This could be a win-win if it were structured to help enrollment problems in UMTC colleges and other campuses. Not everywhere is flush with students despite enrolling large classes overall.
2. I disagree with the determination that reclassification of P&A teaching positions into faculty job codes is off the table. It needs to be on the table.
3. I appreciate that people worked hard on the response. However, there are so few commitments to meaningful change that I fear the work was wasted.
4. The response addresses faculty issues, and Civil Service concerns are largely ignored.
5. The administration's response is not the issue here. Instead, the Workforce Reinvestment Resolution needs to be eliminated, as it will do great damage to the school in the long run. Given that the "size of the pie" appears to be out of the University's hand, the best response to the university's financial issues is to close those colleges whose ratio of "state funding" to tuition are well above average. These colleges are killing the rest of the colleges' abilities to compete.
6. As a P&A employee in charge of other P&A employees I think it is very important to reexamine those positions to see how many of them mirror a faculty position in that people do teaching and service, and often even research. The service component is the big one though. It is expected in many departments, due to low staff, but not always written into the job description and not reflected in the pay. We need to invest in our people! I do a lot of hiring and it has become increasingly difficult to hire anyone decent due to our low salaries. This has to change, or we will lose our ability to be innovative and even really to function. Our students deserve better. The burnout due to too much work is real. I have been experiencing it for sometime now myself. Departments are not given adequate money to hire enough staff, especially smaller ones, or enough money to pay the ones who are there high enough salaries, which leads to low morale and high turnover and exhaustion all around. This needs to change.
7. I came to the UofM 7 years ago from another state University in the intermountain west. In order to come to Minnesota, I took a 33% salary cut and gave up reduced in-state tuition for my dependents, and the retirement benefit was superior (18% with no employee contribution required). In the seven years since I came to the UofM, my salary is still not even close to my previous level and my graduate/professional students take positions with higher salaries immediately upon graduation. Minnesota must do better in

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<sup>2</sup> Two comments are not reproduced here because they did not pertain to the Workforce Reinvestment Resolution.

order to retain and attract top talent. The response needs to focus on "investment" and make major strides.

8. It was admirable that the administration took this issue seriously, and I am realistic about what can reasonably be done in the very short term, but the response also lays bare some larger systemic issues in higher education that must be addressed and large university systems should be the ones leading the way. For example, while benefits (i.e. health and retirement) are solid for employees, the pay is lacking and losing ground to inflation. To just say that we can't really do something systemic about it lacks the vision that is needed here. We need to push back against the public perception that we are overpaid. Most of my non-academic friends, with fewer years of education and less training, make far more than I do.
9. Why is it difficult to offer multi-year contracts to P&A employees, especially instructors who are expected to constantly prepare for teaching with only verbal assurances that they will be retained?
10. I think a big vision is that as a university we are in the education business - all of us rise together through our education of each other and compensation is an important part of the lifestyle that promotes individual improvement throughout each person's life.
11. Find a way to get over the barriers to spousal and dependent tuition benefits. It is something we can give our employees now. Make the state see this as a win for keeping more talent here in the state!
12. I want to ensure there is attention to those colleges or departments that are atypical in some way (Medical school and the high number of non-tenure track that are still permanent positions) Additionally, recognizing and developing opportunities for advancement or promotion/growth in a variety of jobs and position types. There are high turnover jobs especially in the staff spaces that are largely due to a feeling of being a "dead-end" Thank you
13. It needs actual budget impact numbers, or at least # of employees impacted. For example, how many P&A and Civil Service employees make under \$20 per hour? Action is needed soon if the U wants to avoid staff unionization. This response report's lack of specific policy changes to address issues, like changes to pay augmentation policies, is remarkable.
14. The University's response seems to, once again, prioritize faculty compensation and benefits. I would like to see a response that speaks to the needs of other employees.
15. Ensuring speedy remedy would be important
16. Workload aligned with percent effort is extremely important. Heavy service loads are often expected of faculty and staff, who do not have that defined in their roles. In our department, all of our tenure-track faculty are 50% research/50% teaching. Service is not accounted for and yet can consume a majority of our time. We should be able to define our workloads within 100% effort. Clear guidance on where effort towards mentoring graduate students fits in is also needed. I believe this should be considered

teaching effort. Though in the context of a research setting, it is teaching/mentoring effort for the educational mission of the university. i.e., to get my research done most efficiently, I would hire a technician.

17. The U has many wonderful qualities as a workplace, but as an employer it keeps "taking away" from its employees. For the last ten years, I have noticed that my job becomes worse each year. Benefits decrease. Workload increases. Pay increases do not match inflation. Even the shuttle routes sometimes get worse! Retirement plans that were boasted as a recruiting point got changed dramatically, and none of these changes includes grandfathering for persons who accepted a position under what eventually became false pretenses. Bottom line: The job I accepted is not the job I now have. The result is that the U as an employer is untrustworthy. Although some benefits changes are made at other institutions, my colleagues at other U's are grandfathered such that persons who are already employed continue to have the same terms they were given when they started working (such as tuition benefits). Now the U won't even honor the policy to allow faculty to keep their email! Compensation extends beyond salary, and the response does not address this, nor does it acknowledge that the workload increases seem directly tied to running academic departments like tuition generating businesses. The focus on research is dwindling at this R1 U.
18. I am impressed with the initiative itself and also with the administration's response. There are some things that seem a little unrealistic (such as a desire to promote t/tt research, seemingly at the expense of their teaching) but by and large it's a good and much needed effort. One lack that jumps off the page for me though is that the original document and the response both come across as being t/tt faculty-centric. When non-t/tt faculty are mentioned it is to ask that they be granted certain concessions (deemed "off the table"). A far stronger and future-looking document would position ALL faculty as being equally important moving forward. What we all want—and need—is respect and recognition across the board. Can we, as an institution, evolve beyond the rigid and often overlooked hierarchies in academia that always end up determining whose welfare is deemed important and whose is not (t/tt versus the rest)?
19. The report really does need to focus on the entire employee population and not just faculty.
20. I'm concerned that discussion will go on forever, without any concrete action.
21. It's disappointing that the administration's response mostly involves more study and discussion of the issues rather than concrete actions or implementation of remedies. During COVID, the temporary reduction in faculty salaries was implemented on a very fast timeline. In contrast, there's concern that the slow response here implies that there isn't really institutional commitment to make much progress on the compensation issue.
22. It feels like there are mostly wishes and very few commitments. I do not have a sense that anything great is going to come of all this work, which is sad.
23. When I started with Extension, we were not that far off from Industry salaries for my type of work but now the difference is huge (30 to 50% or more higher). We are having

significant challenges attracting and keeping workers, and among those that stay, morale is low. Industry people have told me they consider Extension a training ground for Industry jobs now - and that is not great for Extension and the University.

24. Salaries. Salaries. Salaries.
25. I share other speakers' concern about the emphasis on recognition and an ambiguous road ahead towards "remedy."
26. The issues are very complex and the administration's responses were not always substantive or offering remediation. Issues of where the needed money would come from were not addressed.
27. Staff need to be shown they are valuable and an asset to the University and they should be treated as such.
28. Actions and commitments > committees and promises.
29. There feels like there is little to no attempt to put effort into lower cost/free priorities that align with the WRR such as promoting work life balance and helping junior faculty, middle faculty and staff have boundaries when it comes to work responsibilities. Leaders at every level of the university, regardless of their experience, should be required to complete mandatory training and engage in supporting and assigning manageable workloads. This goes beyond service appointments as there is clear inequity in several departments and colleges in terms of workload in the areas of teaching in addition to service. The writing hunkers, while an example of how to improve employee/faculty satisfaction, are a minute sliver of the possible change our university could effect to respond to the WRR and improve faculty morale and productivity.
30. Workforce Reinvestment is critical to maintain our academic ranking.
31. Investment seems to be missing from the response. I understand we work within financial constraints - it would be great to see a larger investment in the market refinement team so both P&A and CS employees can have a deeper understanding of where we line up within the market. Faculty voices are well spoken, and often assertive. It's important to remember the resolution was created with staff as well; much of the responses felt very faculty-centric, and doesn't serve our community in totality as seemed to be originally intended. Staff on both Civil Service and P&A perform a wide variety of complicated roles; without us the work would not get done.
32. I think the push for quality over quantity is fair for students, who foot the bill at the end of the day so their satisfaction is essential. The model inspired by Rutgers University cost of living one year and merit the next seems fair to me.
33. Echo the comments during the discussion that I am worried about additional committee work involved in assessment, e.g., of work assignments. Some of the top priority items (e.g., pay raises to competitive rates) should be fairly straightforward without a lot of committee work.
34. It's about seeing action over words



35. Too many important issues have been deferred or pushed so far into the future that they risk being lost or diminished by financial and political events that happen in the interim. The easy stuff was addressed, but it's the hard stuff that needs to be done.
36. Clearly we need to focus on increasing salaries across the board so that UMN is not bringing up the rear. That said, there should first be a focus on, 1) dealing with faculty salary compression without forcing employees to seek external offers (this wastes everyone's time, asks faculty to seek an offer under false pretenses if they don't want to move, and increases brain drain from UMN when folks do get external offers and are fed up with not being valued at Minnesota), and 2) race and gender wage gaps that somehow still persist. The State and the Regents need to start showing that they value their employees. People who feel valued stick around and work hard—taking care of them pays dividends.
37. It is shameful that the administration acknowledges problems with employee compensation but has not created a plan to address this important issue. Perhaps it is not appreciated how low morale is across the workforce. This should be a top priority.
38. The Taskforce response was difficult to follow (organized by implementation date rather than by Principles and Priorities) and it would be preferable for the Taskforce to reorganize their response. In general the Taskforce response was vague and had very few clear, well defined action plans. For example, speaking as a faculty member, current efforts to identify and eliminate salary inequities are not evident in my department. While it would be fair to say that any improvement is good, it is difficult to have any confidence in vague statements of plans to "identify and eliminate salary inequities", "continue to eliminate discrepancies" and "we look forward to establishing similar [burnout] committees as guided by university governance". My department has promised the same types of actions over the last 5 years with no appreciable improvement or any new policies.
39. The report focuses a great deal on the needs of faculty and instructional P&A staff. Many of the needs and concerns raised for faculty and instructional P&A staff are also issues for other P&A staff. Especially of concern are the lack of competitive wages, lack of promotional paths, and lack of multi-year contracts.
40. The University needs to be clear with the MN State Legislature that without additional support to increase salaries at the University through increased State-level funding, the University of Minnesota is at risk of circling the drain, losing impact, losing reach, and losing relevance, which will deleteriously impact the State's economic stature.
41. I would echo the sentiment from the meeting that the administration's response should avoid pushing the work to address workplace reinvestment onto the people who are already doing the overload of un- or under-compensated work.
42. Our unit is losing talented entry-level and junior faculty members to competitor schools who offer significantly higher salaries and tuition remission plans.

43. Happy to see a willingness to move to longer contracts for full-time instructors. This has been talked about for a long time and hopefully it will finally come to fruition without too much more feet dragging.
44. The predominant focus on faculty in this process and the responses was disheartening. As a staff member who has NEVER even gotten a cost of living increase that matches inflation, it makes it very hard to support the University or desire to go above and beyond. We continually lose talent to the private sector because the U just doesn't pay enough- and I don't blame those who leave. People make a quick stop at the U to gain skills to improve their resume, then leave quickly. The lack of competitive wages is creating an untenable situation on the staff side of things and if not corrected, the University will reap the unfortunate crop they are sowing currently.
45. I appreciate that this is getting attention.
46. How is anything going to be different this time around? Compensation has been an issue dating back to the 80s per the excellent report from the FCC and it has progressively become a bigger issue. I'm skeptical anything will change and the administration's response didn't instill confidence in me. The response was an acknowledgement, not a call to action.
47. Salary is the highest priority to me. Not only is my own salary very low but I have trouble hiring and retaining faculty and staff because we cannot pay competitive wages.
48. Workforce burnout considerations, particularly faculty pay, need to be prioritized and a lens for consideration in any future organizational changes. For example, what will the impact of an LE change be on workforce burnout? What workforce resources are in the current LE that need to be realigned with an LE change? Can we afford to make changes to a policy affecting the workforce without considering the workforce burnout issues? The answer to the last question should be no and is a fundamental equity issue, as well. The same thing should be considered involving additional PEAK implementation. How much work is implementing these changes causing? How much workforce consternation for what financial benefit? What policy changes could reduce workforce burden? A taskforce should examine, what should the U restructure its workforce to right size for the modern university footprint?
49. I'd prefer to see a direct, honest response from leadership regarding the FCC explanation that the majority of the teaching staff here, P&As in particular, have been taking wage cuts every year and are now decades behind in cost of living increases, not compared to peer institutions but compared to inflation. The FCC report shows how admin uses "market forces" to hide wage theft by intentionally comparing itself to institutions that are already paying their teachers on the low-end of "market rate". I'd also appreciate an explanation from upper admin as to why they have been choosing to lowball their instructors at the same time they tout this place as the jewel of the state, the engine of the economy. How is that a respectful way to treat public employees? It's gross to pay your Provost half a million a year to muddle up the core curriculum while you pay the Beginning Spanish instructor, someone who has likely been teaching here over 15 years, \$40,000 to teach 6 sections of 22 undergrads. There is a simple first step

I've heard many suggest in other spaces: do an equity review of all your employees. Anyone making under COLA wages should have their wage adjusted to at least meet inflation. Maybe publicly acknowledge this extra level of service to the institution - after all, the savings produced by this lowball strategy must be incredible. Many of your finest instructors have been here for 7 years in a row or more. That's a lot of years in a row to take a pay cut just so we can get merit pay, which never meets inflation. Review how long your longest-serving employees have been working here. Anyone who has been here for 7 years or more should immediately become eligible for phased retirement and the term "continuous appointment" should be added to their contract language. I've heard stories of even the most prestigious tenure track faculty who retire after many years of luminous service and they end up having to fight HR for retirement benefits. It's just a strange way to treat people.

50. Professional Development Leaves for Academic Professional and Administrative Employees; I've wondered if anyone has used this policy? It would be super helpful for P&A staff. Utilize this [policy](#) and collect data on implementation and outcomes for this policy for staff. This would have been extremely helpful for me years ago, and there's definitely times of the year for the different units where the workload is a little less.
51. For the workload-focused requests "Facilitate a culture change that empowers employees to use their work time for tasks and projects most impactful to their roles and responsibilities, including designating who is responsible for enacting change across campuses and appointment types, and provision of resources to enact lasting change" and "Mitigate employee burnout by establishing burden reduction committees." It feels like the discussion and plans presented so far have been focused on faculty. Are there plans in place to expand these discussions to non-faculty employee groups? When could we expect to hear more about those plans?
52. In terms of compensation, what if anything will be done to increase salaries at Morris in particular, to make them more on par with peer campuses, which the report shows that we trail far behind? And adding that we have additional challenges in funding research that must be accomplished via travel, due to our remote location and the necessity of driving and extra hotel stays near the airport; with the disappearance of [Faculty Research Enhancement Funds from the OVRIO], how are we supposed to conduct this research?
53. In addition to salary increases for faculty who are already employed, it would be very helpful to provide more competitive salaries for temporary positions (leave replacements, etc.) and a more proactive, transparent process of recruiting and hiring for these positions. Specifically, the recommendations from disciplines that need such hires should be supported (in terms of the needs and who should be hired).
54. It is important to implement a tuition benefit for dependents of faculty and staff. We are the only institution in MN that doesn't have it, given that the privates and MNSCU have one. We are also one of only three Big Ten institutions that has not adopted a tuition benefit—why is it too expensive for us, but not for all of these other institutions? This

benefit is important for recruitment and retention of employees at the University of Minnesota.

55. As was stated several times in the senate, it seems that we are being provided a response that does not appear to provide an action plan. Fundamentally, the University of Minnesota needs better state support and without being able to articulate what is needed means we cannot effectively inform advocacy. I fear that this response does not move this issue forward in any meaningful way.
56. Salary compression and inversion is a serious morale issue. I see no action in the administration's response. It is past time to have a tactical plan in place for the necessary change. This is not happening, which is further demoralizing.
57. I appreciate the timeline provided and understand proposed changes like these take time and many conversations to figure out. Improving the salaries and benefits of employees will draw talented employees to our organization and help retain the talent we already have. Having a tuition benefit for dependents would certainly provide a strong reason for me to stay at the University long term.
58. The Workforce REINVESTMENT Resolution calls on the administration to reassess how it sees its employees, especially in matters pertaining to budgets. The response does not provide strategies for REINVESTMENT or a clear strategy of how it is positioning employees at the core. Furthermore, the response report seems to follow a piecemeal approach, with no overt overarching strategy. The university should see the value that investing in its people brings, and to act upon the call for this reassessment. My constituents are EXTREMELY concerned about the proposed shift to a job mastery approach to merit increases given the long, structural and systematic gaps that exist in requiring training for supervisors, and the lack of opportunities for input from affected employees. It is also unclear how this approach would be an advantage over the current approach given that there is no commitment to increase the pool of funds available for such an approach. In other words, the proposed shift seems to be more dangerous to opening the possibility of greater inequities and higher pay gaps.
59. I would just like to mention, as was said in the meeting, there was very little detail provided after taking almost a year to respond. Now this will sit until Fall when we have another senate meeting. Given the amount of time they had, I would have liked to see the data they used for making these recommendations like estimate usage by employees and the estimated cost for the University. I realize a lot of time was put into this by the committee, but it's hard to debate on the matter with the information provided.
60. The dismissive answer around dependent tuition benefits is out of step with our peer institutions.
61. Let's keep fighting for this - but too little time has been paid to NTT faculty. We have fallen way behind our peer institutions in professionalizing their positions. Ultimately, we need a union to bargain for the outcomes we want. This is the only way to attain meaningful leverage for real increases in wages / salaries / benefits. Otherwise it's just

talking...which has the effect of lowering morale further and further as very little gets done by the administration.

62. Not sure why we keep kicking the can down the road. Continuous feedback is that there are specific steps the University can take to improve the experiences of staff and faculty and those steps aren't being taken.
63. The information presented in the admin. response is vague, especially about the financing part. It's unclear where the extra funding comes from. If there is no extra funding, what types of changes in funds allocation are necessary. I share concerns raised by some senators in the meeting that this seems to be an ongoing issue for multiple decades but without any concrete solutions.
64. I appreciate the Task Force's engagement with the report, but many of the responses feel like small fixes or band-aids. Full engagement will require strategic decisions and I hope to see the new President center employee compensation as part of the University's strategic plan. In particular, I would like to see a serious evidence-based evaluation of the costs and benefits of a dependent tuition benefit along with a survey of faculty and staff to determine the desirability of such a benefit. Thank you!
65. We need a flat-dollar COLA; multi-year contracts for contract faculty upon promotion; better management of faculty workload; and tuition reductions for faculty and staff.





# BOARD OF REGENTS DOCKET ITEM SUMMARY

**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Enrollment Strategy Plans and Financial Impacts: Crookston, Duluth, Morris, and Rochester campuses

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

*This is a report required by Board policy.*

**PRESENTERS:** Interim President Jeffrey Ettinger  
Mary Holz-Clause, Chancellor, Crookston campus  
David McMillan, Interim Chancellor, Duluth campus  
Janet Schrunk Ericksen, Chancellor, Morris campus  
Lori Carrell, Chancellor, Rochester campus

### PURPOSE & KEY POINTS

The purpose of this item is to have a broad discussion highlighting enrollment strategy and financial impacts for the Crookston, Duluth, Morris, and Rochester campuses.

Nationally, university systems are seeing success of flagship campuses while regional campuses face continued challenges. In Minnesota, a myriad of factors contribute to these challenges, including: changing demographics, decreasing numbers of high school graduates, and fewer students choosing to attend college. Declining enrollment has led to financial hardship on the greater Minnesota campuses, and leaders are faced with upcoming key decisions and inflection points that will address their financial sustainability but also further define academic offerings and core mission delivery.

Each campus will address:

- enrollment goals, strategies, and realities;
- financial sustainability;
- initiatives underway to address financial realities (beyond increasing enrollment); and
- key upcoming decisions or inflection points that will shape the future of the individual campus.



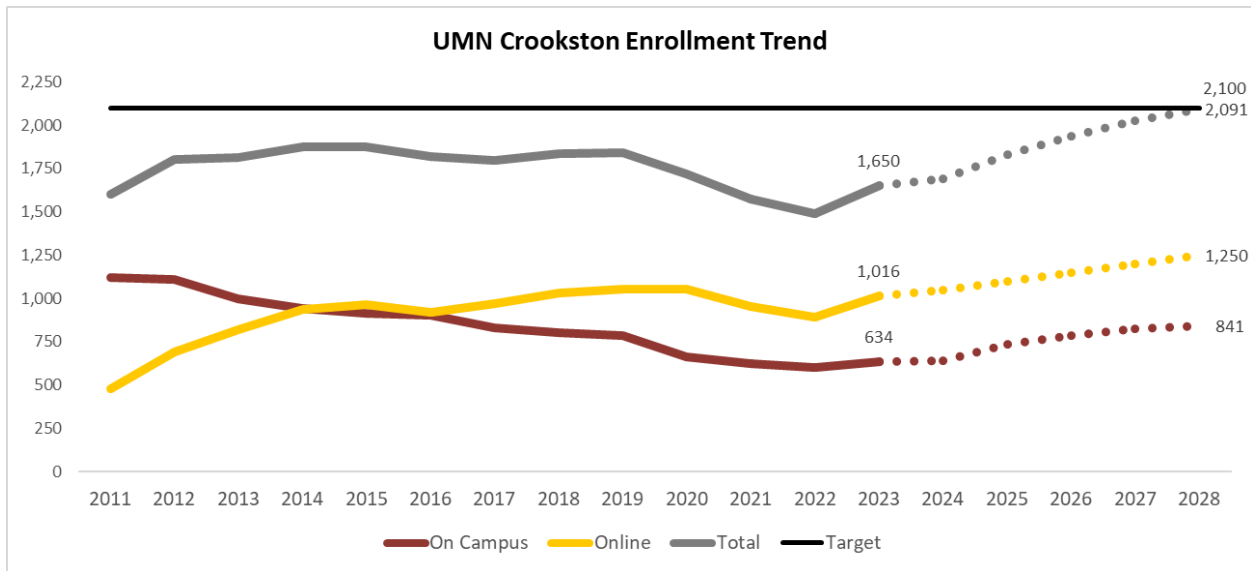
# 2024 - 2029

## Strategic Enrollment Management Plan

### Enrollment Overview

Current 2023-2024 enrollment for the University of Minnesota Crookston is 1,650 students, with 1,016 online learners and 634 on campus. A target of 2,100 students enrolled is the five-year goal.

*The following is the plan to meet that goal:*



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## Online Enrollment

Crookston offers 19 online-only majors. The coursework is offered in an asynchronous format, making it attractive to students unable to complete coursework in a structured timeframe. Courses are, however, still delivered over the standard 16-week semesters, and registration must occur during specified registration windows.

Our average online student is a 30-year-old working adult first-generation student residing in Minnesota and taking 10.5 credits.

Recruitment goals for online enrollment are to bring in 310 new online students annually. These numbers have been generally achieved outside COVID pandemic recruitment cycles.

<b>Online Enrollment</b>	1,016
<b>Average Age</b>	30.2
<b>Gender</b>	589 (58%) Female 427 (42%) Male
<b>Race/Ethnicity</b>	675 (66%) White 284 (28%) BIPOC 24 (2%) International 33 (3%) Unknown
<b>Residency</b>	680 (67%) Minnesota 74 (7%) Border States 231 (23%) Other US 31(3%) Foreign
<b>First Generation</b>	565 (56%)
<b>Pell Eligible</b>	333 (33%)
<b>Enrollment Status</b>	512 (50%) full-time 504 (50%) part-time 10.4 average credits

## Marketing Strategies

**Customer Segments** - Marketing efforts will be focused on smaller segments of the greater population to maximize reach and frequency of targeted content.

Identified segments include:

- Mature returners - Individuals with some higher education experience who did not complete their degree program. These individuals are full-time employees, and value the flexibility of an online degree program to fit their schedule and lifestyle.
- Homeschoolers and online high school new graduates - These individuals are traditional age higher ed students that have opted to learn outside of the typical public school setting. Homeschool and online graduates in Minnesota have seen a steady uptick year over year, and currently hover at 7-10% of total graduates [Minnesota Education Statistics Summary 2022-23 \(mn.gov\)](#).
- Mature first-timers - Individuals with no higher education experience who joined the workforce immediately after high school graduation. These individuals may be reluctant to commit to a 4+ year investment in their education and are looking for a quicker return on investment (ROI.) Certificate programs and microcredentials are appealing options for this demographic. We are looking to expand our portfolio of these types of offerings. Current programs such as NXT GEN AG and our accelerated accounting program both look to fit the largest employment needs in our region. Future programs including NXT GEN ADVANCE and NXT GEN BADGE address the largest needs of our entire state.

**Content Strategy** - Create specific marketing content for each segment previously mentioned highlighting U of M Crookston's robust online program offering, touting the weight a University of Minnesota degree carries, balanced with the affordability and small class sizes of our online classrooms. Highlight the flexibility of an online degree program for adult learners looking for work-life balance. Content focused on the abundant opportunities for financial aid and scholarships available at U of M Crookston, stats on ROI, and the ease of application for our scholarships - one application gets you qualified for hundreds of scholarship opportunities. Create a new designated Online Programs landing page on the crk.umn.edu domain to drive ad campaign traffic to and begin the recruitment funnel.

**Channel Strategy** - Digital first approach using paid search to drive traffic to highly relevant landing pages within the crk.umn.edu domain. Campaigns on LinkedIn and Facebook social media platforms. We will also use broader channels for awareness building of our online program offerings including regional TV, streaming services, radio, and billboards in select target markets.

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## Recruitment Strategies

Two channels are the focus of generating prospective online students: two-year institution engagement and employer partnerships. Admissions staff primarily visits regional two-year institutions, both as stand-alone tabling recruitment and transfer fair events sponsored by the two-year institution. Oftentimes recruitment at two-year institutions incorporates transfer recruitment to both on campus and online programming. Current top feeder schools include

Normandale Community College, Hennepin Technical College, St. Paul College, and Century College. Looking forward, additional engagement will occur with more institutions and expanding the regions in which engagement happens.

Building partnerships with employers is typically focused on manufacturing companies located in Greater Minnesota. Pipelines to manufacturing management have been established with organizations including Boston Scientific and Daikin Global. Finding ways to reach hourly-wage workers will continue, as they are the primary target for our baccalaureate degrees.

***Increasing online enrollments will focus on the following initiatives:***

- Academic Programs: Evaluate current on-campus degree programs to determine feasibility and viability of successfully offering the programs online. Early Childhood Education is one example where we've had success with a pathway program through White Earth Tribal and Community College. Currently, eight students are part of the program and efforts are underway to recruit 12 more.
- Increase outreach efforts by securing relationships with regional 2-year institutions in MN and ND.
- Expansion of NXT GEN Certificate programs. Introducing NXT GEN AG and NXT GEN ADVANCE (pending approval.) Recent movement around solidifying the NXT GEN AG/ADVANCE curriculum and delivery cycle should present opportunities for increased enrollment. Content in the program is what employers are looking to add to their worker skill set.
- NXT GEN BADGE (pending approval.) Targeted enrollment of 20 students in the pilot once the program is ready for launch.
- Enhanced transcript evaluation techniques, including artificial intelligence (AI). Adult learners often bring multiple transcripts, which complicate transfer evaluation significantly. Investigation into AI tools and commercial software products to streamline the evaluation of these multiple transcripts will increase the pace by which the institution can respond to "how will my credits transfer?".
- Continued partnership with Guild education. All of Crookston's online programs are currently offered in the Guild portfolio, with uptake varying by employer. Crookston programs are currently listed with 23 employers. Fall 2023 showed 143 students enrolled via Guild Education.
- Enhance transfer and online student experience in the decision making process by elevating communication efforts that are targeted to this demographic of prospective applicants.
- Host recruitment events on-campus and virtually that are specifically tailored for Online and Transfer students.

## Retention Strategies

### Online Orientation

As recruitment data shows, our online student population trends more nontraditional in nature with different challenges to success such as gaps in enrollment, family/parenting obligations, and employment conflicts. Post-pandemic, however, we are seeing more traditional, new high school (NHS) students choosing an online program with the Crookston campus. Despite the differences in these populations, there are common elements where we can provide retention strategies that benefit our entire online student population and boost our retention rates for this group.

### Online Learning 101

- Online Learning 101 is a micro-course being organized by the director of online programs and an academic advisor based on a similar course from the Twin Cities campus. This online course orients students to how to navigate and use Canvas as a Learning Management System while also laying a foundation of expectations for students to be successful as online students with the Crookston campus. It is planned for launch in Fall 2024.

### Online Virtual Mental Health and Medical Provider

- A national trend in higher education relates to students seeking mental health resources for concerns such as depression, anxiety, homesickness, ADHD, and more serious mental health issues. The Crookston campus has followed this trend, as many students on-campus and online seek access to mental health resources to support them while enrolled with U of M. The Crookston campus has two mental health professionals on staff who predominantly serve the on-campus community. We have also partnered with Alluma, a local mental health provider for some additional mental health access regionally.
- We are exploring online firms with licensure in multiple states because:
  - Many of our face-to-face students are student athletes (almost 40%) and are overly engaged in activities between 8 a.m. to 4 p.m. This allows options to be served at alternative times.
  - Thirty three percent of our online students are out-of-state students, thus they are not eligible to be serviced by mental health professionals with Minnesota licenses. Online providers have licensed clinicians in all 50 states.
  - Students are able to find counselors that reflect perspectives they find to be essential (e.g., counselors who are LGBTQ, from diverse racial and ethnic backgrounds, from various religions, and/or who specialize in their areas of need.)
  - These services could be incredibly beneficial for emergency response personnel, CAs, and Area Coordinators. This could also serve athletic training staff and coaches well on road trips or after hours.



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## On-Campus Enrollment

Crookston's on-campus enrollment is the traditional college student, entering college right out of high school or transferring after completing a two-year degree which they started right out of high school. Students attend classes full-time and the majority live on campus in residence halls or in the Crookston community. On-campus enrollment is increasingly female, and has consistently had some of the highest first-generation and Pell-eligible rates among U of M institutions. On-campus students mostly begin during the fall semester with small numbers of transfer students beginning during spring semesters.

Plans are to grow on-campus enrollment to 800 students. This will be achieved by recruiting 260 new students to campus annually and achieving 80% first-to-second year retention rate. Recent cohorts have averaged 215 new students to campus. Fall 2023 was the first year where the 80% retention benchmark was achieved.

<b>On Campus Enrollment</b>	634
<b>Average Age</b>	20.7
<b>Gender</b>	377 (59%) Female 257 (41%) Male
<b>Race/Ethnicity</b>	490 (77%) White 75 (12%) BIPOC 53 (8%) International 16 (3%) Unknown
<b>Residency</b>	402 (63%) Minnesota 101 (16%) Border states 73 (12%) Other US 58 (9%) Foreign
<b>First Generation</b>	274 (43%)
<b>Pell Eligible</b>	177 (28%)
<b>Enrollment Status</b>	608 (96%) full-time 15.1 average credits

## Marketing Strategies

**Customer Segments** - Marketing efforts will be focused on smaller segments of the greater on-campus population to maximize reach and frequency of targeted content. Identified segments include:

- Regional NHS - The largest portion of on-campus student enrollment is made up of regional new high school graduates. This segment will continue to be a top priority to maintain and grow our enrollment numbers. Strengthening the brand awareness of U of M Crookston in our immediate geographic region, as well as extending the reach of our brand, will be top of mind with this segment. Strategies also include getting these students on campus early and often, through a variety of events such as CREST (rural science program funded through philanthropy), Knowledge Bowl, FFA, 4-H events, summer camps, sporting events, etc. as familiarity breeds comfort and comfort turns into preference. We will also ramp up our engagement with our current Post-Secondary Enrollment Option (PSEO) students, creating a seamless transition from high school into college with the credits they are already earning.
- Regional Homeschool - As previously mentioned in the online enrollment marketing strategies section, the homeschool student population has steadily been on the rise in Minnesota for a number of years. [Minnesota Education Statistics Summary 2022-23 \(mn.gov\)](#) The students who have opted for homeschool based within our region are prime recruitment candidates for University of Minnesota Crookston as the experience we offer aligns well with their more traditional views and conservative values. Our on-campus experience provides them with small class sizes, individualized faculty and advising interaction on a regular basis, and a safe campus environment.
- International - University of Minnesota Crookston has been creating partnerships with schools across the world and is focused on bringing in quality students from diverse backgrounds. In Vietnam, a partnership with the University of Social Sciences and Humanities is a 2+2 program that brings in 12 international students per year. In Mongolia, we have a transfer program partnership with Global Leadership University which brought in three students during our Fall 2024 pilot, and is expected to bring in five new students per year thereafter. We also have a visiting student program with several institutions in China, with the strategy being to enroll non-degree seeking visiting students for a semester or two, and if they find Crookston to be a good long-term fit, they can change to degree seeking students. This partnership brings in 10 Chinese students per year. Lastly, we are working on expanding into Nepal and have a partnership currently in development. This new addition would bring in approximately 15 new students per year, specifically in our Health Management program.
- Niche Academic Programs - In an effort to increase enrollment numbers in specific academic programs, marketing campaigns will be created for U of M

Crookston's Horticulture, Equine Science, Equine Business Management, and Early Childhood Education programs. Using a combination of unique selling attributes, as well as financial incentives through grants and scholarships, we aim to add 10 new Horticulture students, 12 new Early Childhood Education students, as well as a handful of students in our Equine programs.

The purpose of the marketing efforts will be to focus on smaller segments of the greater on-campus population to maximize reach and frequency of targeted content in hopes of increasing opportunity and enrollment in those on-campus populations to meet our enrollment goals per our strategic enrollment plan.

### **Content Strategy**

Create specific marketing content for each segment previously mentioned highlighting U of M Crookston's robust academic program offering, touting the weight a University of Minnesota degree carries, balanced with the affordability and small class sizes of our classrooms, which offer ample opportunity for hands-on learning. Highlight the fun, friendly, and safe atmosphere the Crookston campus offers by using imagery and video of numerous campus cultural, art, athletic, and academic events. Content focused on the abundant opportunities for financial aid and scholarships available at U of M Crookston, stats on ROI, and the ease of application for our scholarships with one application getting you qualified for hundreds of scholarship opportunities. Promote our beautiful and highly ranked residential accommodations on campus. Our content strategy includes very targeted campaigns to each of the segments previously listed. Those campaigns include, but are not limited to:

- Real. Hands-On. Ready. - Focus on abundance of hands-on learning opportunities, and career/industry preparation including robust internships.
- Not your average classroom. - Focus is on niche academic programs that offer unique experiences not typical to many institutions. Examples include the opportunity to interact with animals, including horses, in our animal science and equine science programs.
- You don't have to go far... to go far. - Focus is to highlight students who are doing great things at University of Minnesota Crookston (academics and athletics) in their hometown. These are stand-out students with notoriety in their hometown and schools.

### **Channel Strategy**

Marketing will be heavy in the digital channels including social media, paid search, and display retargeting as these students move through the funnel the channel strategy will evolve to be more personalized with email, direct mail, in-person visits and meetings. From a brand awareness perspective, we will utilize a broad mix of media including TV, radio, streaming services, print, and billboards in addition to our digital channels. However, these will be targeted to areas we have strategically selected based on market opportunity and our current share capture such as Thief River Falls, Detroit Lakes, Bemidji, Fergus Falls, Perham, and Moorhead, Minnesota; and Grand Forks, Fargo, Hillsboro, and Wahpeton, North Dakota.

## Recruitment Strategies

On-campus recruitment focuses on both new high school and transfer recruitment. New high school recruitment typically involves traditional activities such as name purchases, prospect and inquiry messaging through Slate communications flows, high school visits, and education recruitment fairs. Crookston focuses much of their high school recruiting efforts in Greater Minnesota and North Dakota, with lesser focus on Iowa, Wisconsin, and South Dakota. Little to no active recruitment occurs outside the Midwest with the exception of athletics coaching recruitment.

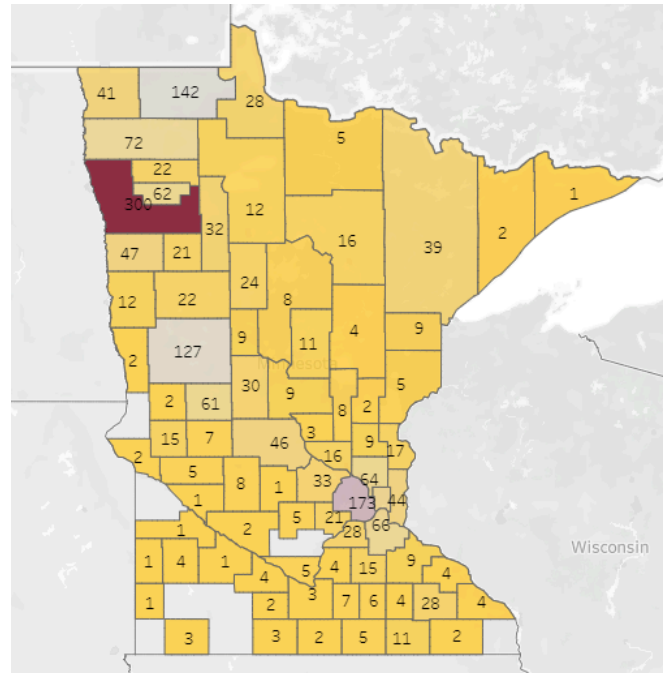
Counselors utilize regional territories to plan recruitment. Data informed travel is based on high schools and regions who have historically fed our enrollment. The data also gathers information on regions where we may not be garnering students currently, but the outcome of the data indicates we should focus on new resources.

Increasing on-campus enrollment for all student types (New High School, Transfer, Online, International, Non-Traditional, etc.) will focus on doing more of the same smart recruitment work by ensuring travel is strategically planned, creating a more engaging and population targeted

communications that are focused on helping students find the right fit for higher education, more targeted program specific recruitment efforts (geographic location, student demographics, area of interest, etc.), timely response in communications, engaging campus visit experiences, and, finally, quick and efficient application processing times leading to a faster and more efficient decision process. Smart recruitment efforts can be further enhanced by defining our universities strengths and showcasing what makes our school unique in comparison to surrounding institutions. In communication efforts we can create more personable and engaging communications to ensure communication methods are effective and one that our target audience prefers. To increase on-campus enrollment we can also look at increasing in-person events including those that also offer a virtual option. Finally, working with the Office of Development and Alumni Relations to utilize resources offered in their realm for recruitment.

***The following items have been identified as potential significant movers in our recruitment pool:***

- **Expanded Direct Admissions Offerings:** Crookston currently participates in the Minnesota Office of Higher Education Direct Admissions Program. Other options to expand the use of Direct Admissions are sponsored by firms such as Common App and Niche. This may be an attractive opportunity in finding students well-suited to success on our campus.



- **Expanded Academic Programs Offerings** - The following programs have been recommended to Academic Affairs for feasibility studies:
  - **B.S. in Financial Technology**: This industry is one of the fastest growing industries in the country. Many course requirements for this degree would span our current business and computer science programs and include courses in management information systems, computer science, financial markets and data analytics, data mining, and artificial intelligence.
  - **B.S. in Psychology plus M.A. (UMD)**: Psychology is a program with few additional structural resources required, and it is flexible for students who adopt it as new incoming students, transfer students, or students changing majors. A newly-updated version of this program has wide support on campus. In addition, by creating a 4+1 program with Duluth or the Twin Cities, we could help meet market needs for new counselors and social workers and strengthen system ties.
  - **B.S. Secondary Education**: Rural communities in the State of Minnesota continue to face challenges filling STEM oriented positions in secondary education. Depending on our STEM staffing, we could explore offering specialties in teaching Chemistry, Earth Science, Life Science, and/or Physics; there is also a “general science” option that is particularly in demand for smaller, rural school districts. We could also develop the English as a second language education program into a more active offering, and consider options for social science.
  - **Expanded Athletics/Extra-Curricular Portfolio**: Student athletes currently make up 40% of on campus enrollment. This percentage will decrease as student enrollment increases, as the number of athletes on campus generally remains around 260. The only way this number increases is with the addition of sports or clubs. Space is limited and is a major consideration when adding new activities, particularly athletics teams. The following potential additions have been identified for additional feasibility study:
    - **E-Sports** - would require the development of an ESports arena (possibly Centennial Classroom), or another underutilized space on campus. Also, a part-time coach would be a must.
    - **Men's Soccer Club** - beyond what we currently have which is a group that plays each other, yet has garnered no luck setting up consistent outside competition. Part-time coach (\$30,000 per year). Perhaps small \$1,000 - \$2,000 scholarships. Could get 25-30 unique students.
    - **Men's Volleyball Club** - beyond what we currently have (similar to soccer.) Part-time coach (\$30,000 per year). Small \$1,000 - \$2,000 scholarships. Could get 12-18 unique students.
    - **Speech and Debate Team** – a very popular high school initiative in Minnesota. Could we find interest in students wishing to continue to compete in this type of format? We would need a part-time coach (perhaps a faculty member that we could stipend.) Travel to attend competitions would be crucial. Approximately a \$30,000 investment for up to 8 – 12 unique students (maybe more).

## Retention Strategies

**First-Year Seminar** - The Crookston campus' primary First-Year Seminar course (UMC 1200) has undergone repeated fine-tuning since its inception in the 2019-20 academic year. In 2022, the Student Success Center team, partnered with faculty members and student affairs colleagues led by director of diversity, equity, and belonging, to redevelop UMC 1200 in a way that leverages the strengths of our campus. This high-impact course is now designed to reinforce academic skills for long-term success, encourage responsibility for personal wellness as an independent adult, and build an understanding of self-concept and self-identity as the foundation for engaging the world around them. The course interlaces assignments and activities that facilitate campus involvement and relationship building with other students, faculty, and staff. Since redevelopment, UMC 1200 has enjoyed near universal acclaim from our faculty and staff colleagues and become a bridge for students to move from new student orientation into their student career in Crookston.

**Preventative Health Professional** - a person dedicated to health prevention efforts across campus. Alcohol and other drugs, sexual assault/misconduct prevention, mental health awareness, sleep habits, etc. This person would have a student leadership team made of peer educators as they typically are more successful getting buy-in from the student body.

**Student Success Coach** - A professional staff member in the Student Success Center focused on meeting regularly with students to provide extra guidance, support, and accountability related to academic skills and expectations. This staff member will be networked between faculty and academic support resources as well as a standing member of our Academic Care Team. This connects well with future goals related to the Student Support Services (TRIO) grant from the US Department of Education and continued development of First-Gen oriented programs and services aligned with the National Association of Student Personnel Administrators (NASPA).

**Mentoring Program** - an opportunity to have mentors available for students that may be struggling getting connected at college and/or working through behavioral or complex interpersonal issues. Often many BIPOC students, as well as students on the Autism spectrum, benefit greatly by having a mentor readily available to meet with them individually right as they enter college. Another high-touch best practice to assure that students feel welcomed and valued at UMC, and that they know that they have a point person.

**Learning Communities** - floors of residence halls could be set aside for academic majors that have students that naturally want to congregate and learn together. Faculty who are bought-in would be important, or co-curricular floors, like esports or global engagement.



## **Conclusion**

Implementing the strategies defined in the strategic enrollment plan will be critical to the long term success of enrollment at University of Minnesota Crookston. While some strategies are currently being executed and have already started to garner an impact, others are in an early stage of development and will require additional feasibility work to determine the impact and next steps. Our plan is looking forward five years and will be adjusted as market conditions change, technologies are developed, and innovation advances are made. Adaptability to past and future changes keep us relevant and advance the value of a University of Minnesota Crookston education.



## Docket Materials for Board of Regents, May 10, 2024

### **BACKGROUND & CONTEXT**

UMD is focused on several key biennial priorities. They include:

- Stabilize enrollment and, in doing so, stabilize UMD's fiscal situation
- Secure a unique and critical place within the University of Minnesota System
- Refine an external brand that capitalizes on UMD's greatest strengths
- Conduct a phased, transparent, and collaborative structural review of how we deliver our academic mission

Over the past year we have made considerable progress in realizing many of our early goals and have significantly advanced difficult work assessing how UMD delivers its academic mission. This work is critical to addressing UMD's ongoing structural imbalance. We are particularly focused on enrollment strategies and the academic structural review (Academic Program Array Analysis or APAA). We have several metrics that indicate we are headed in the right direction.

New high school (NHS) first-year student retention rates rose to 80.8%, which is the highest recorded since 2008. We expect sponsored research funding for FY24 to be above \$25M, again an all time high. This last year, we rose 12 spots in the *U.S. News and World Report* regional Midwest university rankings, taking the number 21 overall spot and number 4 among public schools. In December and January, PEAK successfully went live for HR, finance and marcom. Overall staffing levels are down in headcount 7.7% since 2018, representing nearly 150 employees. New programmatic and capital investment plans are underway in exciting spaces like the Large Lakes Observatory, the Center for Sales Excellence, and a completely rebuilt and reimagined central production kitchen. We are looking ahead with a Board approved Campus and Climate Action Plan.

While UMD has successfully brought its retention outcomes back to pre-pandemic levels, we have been unable to stem the tide of challenges in the recruitment realm, many of which are outside of our direct control. Macro socioeconomic forces (strong labor markets, public discourse around the value of higher education, student debt, competition from flagship universities, and UMD's high cost/low aid structure) serve to amplify the oversupply and demographics challenges facing regional higher education institutions. Unfortunately, these factors are marketplace realities. We are doing our best to respond to these market realities and mitigate their effects. With help from the University, UMD must continue plans to enhance these efforts.



## KEY FOCUS AREAS

### ENROLLMENT

**2024-25 Forecast:** Using the new enrollment forecast modeling, UMD projects fall 2024 enrollment to be down approximately 350 degree-seeking students, which coupled with enrollment losses in prior years continues to drive a significant budget shortfall.

**Key Initiatives to Stabilize and Grow Enrollment:** UMD is comprehensively rethinking and analyzing virtually all aspects of the critical admissions, financial aid, institutional research, and enrollment marketing areas. Highlights of that work to date include the following:

- Transitioning to a digital forward enrollment marketing strategy
- CRM enhancements to better personalize enrollment communications
- Additional recruitment and yield events off-campus in the metro Twin-Cities
- Rebuilding institutional research staff for data-informed decision capacity
- Leveraging the newly approved Midwest tuition rate to expand into new markets
- Optimizing financial aid and scholarships to maximize yield (further discussed below)
- Coordinating enrollment marketing with UMPR marketing initiatives

**Optimizing Financial Aid:** UMD has retained Ruffalo Noel Levitz (RNL) consulting to identify recruitment scholarship and aid optimization solutions to assess the effectiveness of our current approach and model alternative strategies. UMD has not updated its scholarship awarding guidelines since 2016. We expect this work will begin to generate incoming student recruitment gains and thereby contribute directly to enrollment, retention, and revenue outcomes. Given the long lead times inherent in enrollment management, we expect that we will begin to see results in FY26 and beyond. In an effort to try to affect yield rates more immediately, we have moved from a fixed aid budget to a net tuition revenue approach this cycle.

**Systemwide Enrollment Initiatives:** Several efforts are underway to improve enrollment outcomes in the aggregate across all five campuses. The System Council, the President's Office and the Provost's Office have been working on initiatives that include: 1) course standardization; 2) earlier wait list sharing from UMTC; 3) cooperative academic ventures across the five system campuses; 4) leveraging added support for enrollment marketing at all greater Minnesota campuses; and 5) the 'Just Say Yes' proposed initiative. The President's Office and the Provost have also charged a small group of enrollment management leaders from across the system to study other systems and bring best practices and new ideas for improved system-wide enrollment management to President Designate Cunningham this summer.

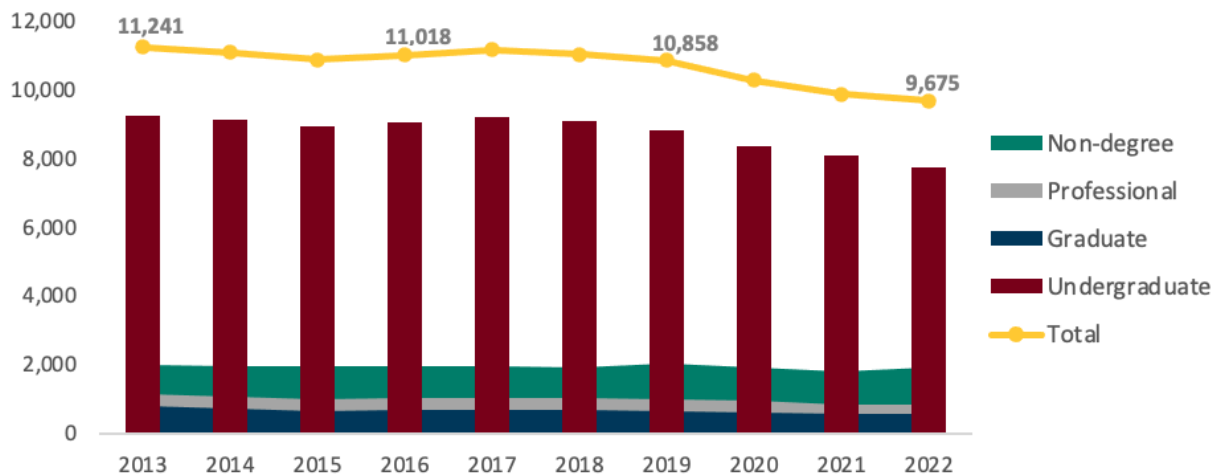
**International Enrollment Initiatives:** UMD is engaged in several initiatives to increase international enrollment. These include: currently negotiating with a vendor for a direct international recruiting pilot for Duluth, opting into direct graduate international recruiting when available (System is currently negotiating an umbrella agreement with a vendor and we are participating); increasing partnership agreements with overseas institutions for 2+2 degree paths, student recruitment, study abroad, and faculty sharing; and offering several summer institutes (summer '24, planned for summer '25) for international students and faculty from multiple countries.



## Enrollment History

The below graph shows the enrollment trends at UMD by academic level from 2013 - 2022. Overall, we have had and continue to see stability in graduate and professional program enrollment.

**UMD Ten-year Fall Semester Enrollment by Academic Level**



## ACADEMIC MISSION DELIVERY AT UMD

**Academic Program Array Analysis (APAA):** In the summer of 2023, UMD launched the comprehensive planning and review initiative for undergraduate and graduate degree programs. Criteria and metrics were developed and discussed by the interim EVCAA, deans, and department heads. Deans, the graduate council, the department heads and faculty in all departments conducted analyses of undergraduate and graduate programs in the fall of 2023, developing detailed narratives and reviewing their program’s resultant metrics. After significant collegiate and shared governance discussions, as well as campus-wide review, from late fall through January, deans were provided feedback for all their graduate and undergraduate programs. By January 2024, approximately a dozen each of very low enrolled undergraduate and graduate programs were identified as "urgently" needing to increase enrollment and/or restructure or redesign their programs. Many, but not all, of the undergraduate programs identified were part of three large disciplinary clusters; deans were asked to look at these various programs within their colleges as a whole. These programs will likely require a determination of viability over this coming academic year. Other programs must also address enrollment and a range of issues, but have less urgency and more time to plan. UMD’s entire program array (minus doctoral programs) are currently developing action plans. These action plans are especially critical for the programs identified as requiring “urgent” enrollment improvements. Programmatic action plans will be reviewed this spring and over the summer. Programs with viable action plans will be given a timeframe in which to show progress. This work is spurring much needed collegiate and cross-collegiate as well as system-level and cross-campus conversations.



**Faculty Position Pool Centralization:** The faculty position pool was centralized in FY24 to allow continued and tighter oversight of positions and resources. Faculty positions no longer “live” in or are “owned” by a college, and thus can be redeployed to areas of greatest need. Accumulated resources due to unfilled faculty positions, now held centrally, can be utilized to cover structural imbalances, reallocations, or be strategically redeployed. Faculty positions (both tenure line and term) must be requested and approved by the EVCAA. Detailed justification must accompany collegiate requests, including enrollment trends, programmatic needs, efficiency data, and accreditation or licensure requirements. Faculty FTE reduction over the past few years has been due to attrition and not filling positions vacated by departures, unless considered necessary or urgent. Following academic program array analysis and subsequent programmatic action planning, opportunities remain to do additional targeted reductions in the coming year(s) if programmatic challenges cannot be successfully addressed.

**Course Access and Low Enrolled Course Review/Limitations:** The course access process, whereby colleges request additional instructional funds to meet projected unbudgeted teaching needs, was revamped in AY24, due in part to centralization of the position pool. Colleges are required to submit extensive data (faculty FTE, workload, schedules, course caps) for review before course access requests for additional teaching funds will be provided. This is the first implementation cycle of this comprehensive approach. Monitoring these data is key. Declining enrollment has made more efficient deployment of faculty resources critical. We expect additional progress in these areas.

### **Spring 2024 Program Changes:**

The following program changes are in progress as of this spring 2024 semester. Creation of sub plans while seeking opportunities to limit, reconfigure, combine or eliminate low enrolled majors and minors will lead to long-term cost savings and better alignment of program offerings with workforce needs.

#### Undergraduate:

Jazz Studies B.Mus. – discontinued

Theory & Composition B.Mus. - discontinued

Music B.A. new sub-plans:

Academic

Instrumental

Jazz and Commercial Music

Keyboard

Music Theory and Composition

Vocal

Biology B.A. new-subplan:

Biodiversity, Conservation, and Sustainability

Biochemistry B.S. new sub-plans:

Applied Biochemistry



Biochemistry for Health Sciences

Chemistry B.S. new sub-plans:

Applied Chemistry

Environmental Chemistry

Graduate:

Music M.M.- discontinued

Earth Sciences M.S. - discontinued

Earth and Environmental Sciences M.S. – new program

Social Work M.S.W. - changing program delivery mode to online

### **POSITIONED FOR EXCELLENCE, ALIGNMENT, AND KNOWLEDGE (PEAK)**

The PEAK transition resulted in 22 UMD staff moving into PEAK new roles. During that time UMD also experienced a normal cycle of attrition (10 positions that included work within PEAK scope). The open positions and related resources are being leveraged to maximize limited staff and administrative resources at UMD.

We still have work to do reconciling the anticipated effort and resources moving from the campus into the operation centers. This is not at all surprising given that we estimated the responsibilities that would move without completed service level agreements or a working model of the operation centers. Although it is clear that the 26 FTE equivalents and \$1.4 million dollars of effort we anticipated moving from UMD into PEAK operation centers is unrealistic, we continue to work toward a better understanding of that number even as we adapt our local efforts to the evolving central services.

We have also seized this opportunity to begin applying PEAK principles to our remaining work. This includes a road map toward more centralized finance and human resources efforts at the campus level. These reorganization efforts will be phased to minimize disruption of processes and services at UMD. We are similarly examining marcom efforts as well as information technology. Reprioritization of staffing and alignment of services through the application of PEAK principles will continue in every workflow.

### **UPDATING UMD's BRAND**

With the support of BVK, a full service national marketing agency, UMD is examining how we promote UMD's distinctions, define our value, and refine our brand marketing efforts across campus and within a competitive marketplace. After comprehensive brand research and discovery, creative concepts were tested with key stakeholder audiences in the fall semester. They are currently working on brand and messaging standards for the winning creative concept, and building out a media plan for launch later this summer. Rather than continued disinvestment in marketing, the timing for reinvestment as part of a new branding campaign is ideal.

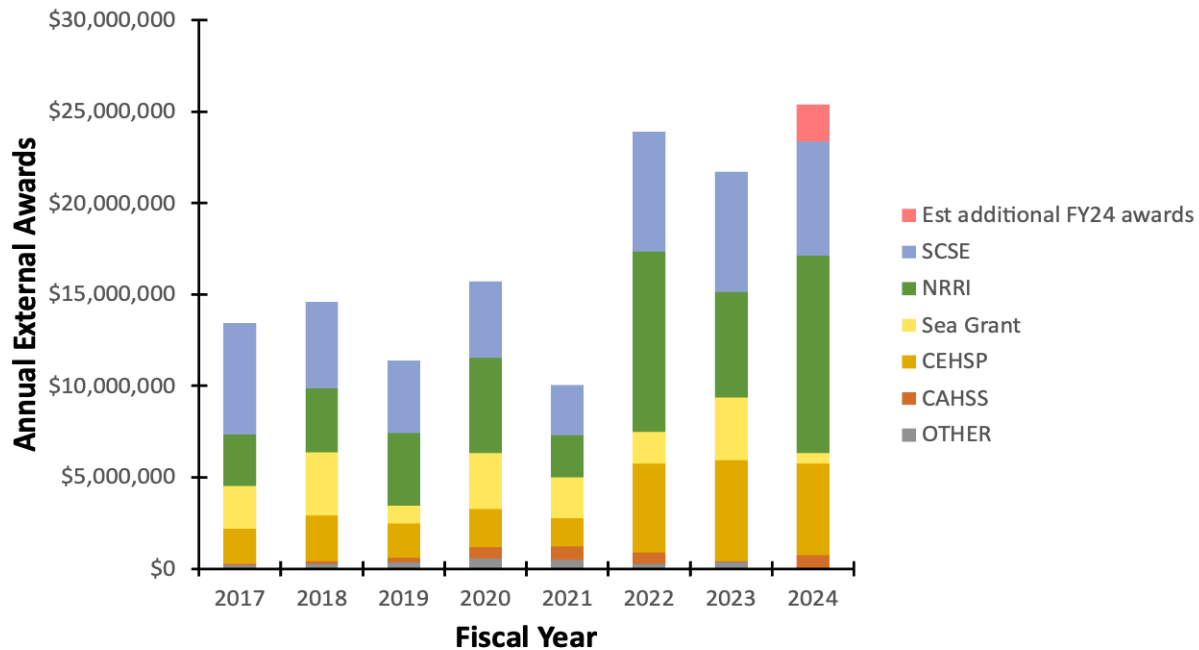




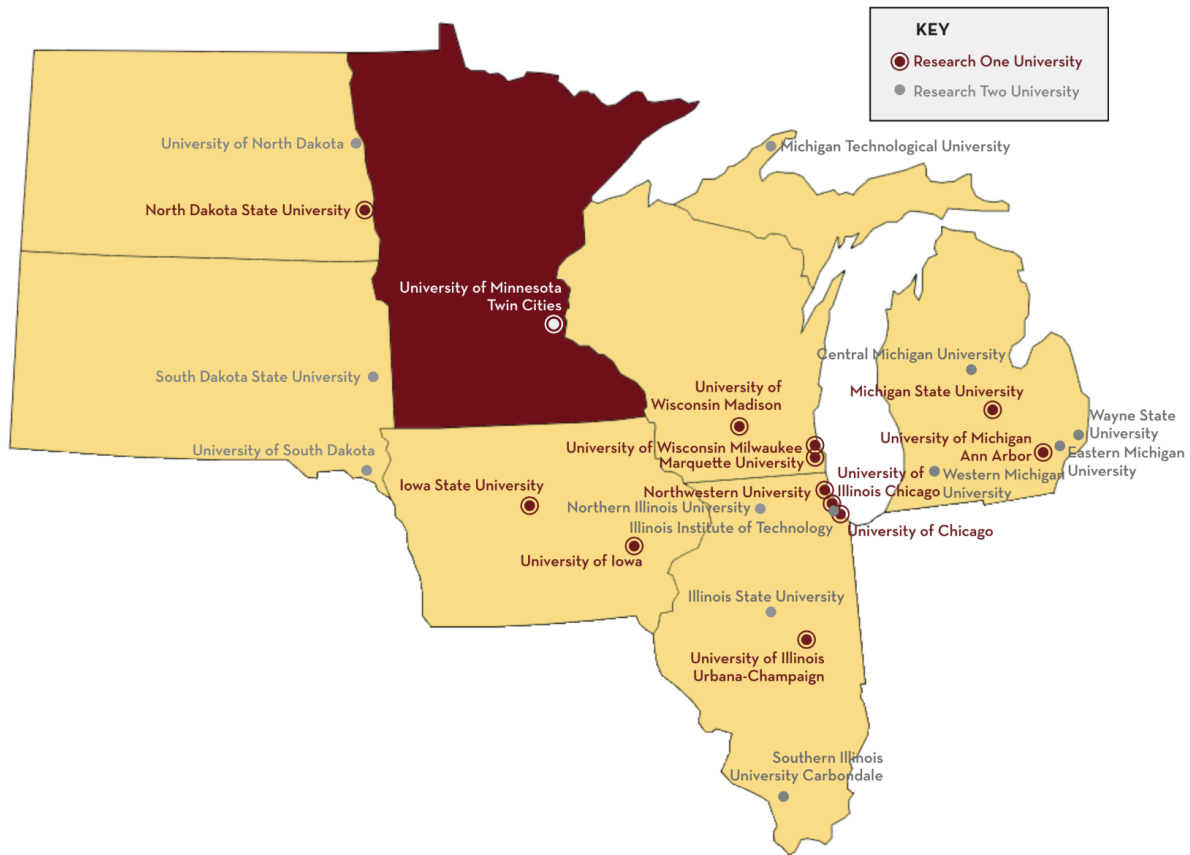
**GROWING THE RESEARCH ENTERPRISE AT UMD**

There is potential to significantly increase the research enterprise at Duluth over the next five years, which will lead to increased visibility in rankings and enhanced enrollments. Continued growth of the research enterprise at UMD is dependent on continued growth in research support. In concert with the VP-RIO, we are proposing to formally set up a UMD Research and Innovation Office (RIO) with system financial support. This UMD RIO will be a central location to facilitate collaborative research designed to increase the rate of proposal submissions, contract negotiations, and program execution. It will serve as a central resource for conducting, managing, and sponsoring the growing research efforts at UMD.

UMD has seen substantial growth in external awards, particularly in the past three fiscal years. FY24 will set a new record for UMD external funding (projected total around \$25.4 million).



UMD has growing and robust research activity, consistent with a Carnegie R2 classification. The graph below shows university research activity by state economic stature. Nationally, Minnesota, with only one R1 institution and no R2s, lags behind other states with comparable economic activity. Minnesota is the only state in the Midwest with a single R1/R2 university. We believe that UMD, the University System, and the State we serve would be well-served to continue to grow the research enterprise at UMD.

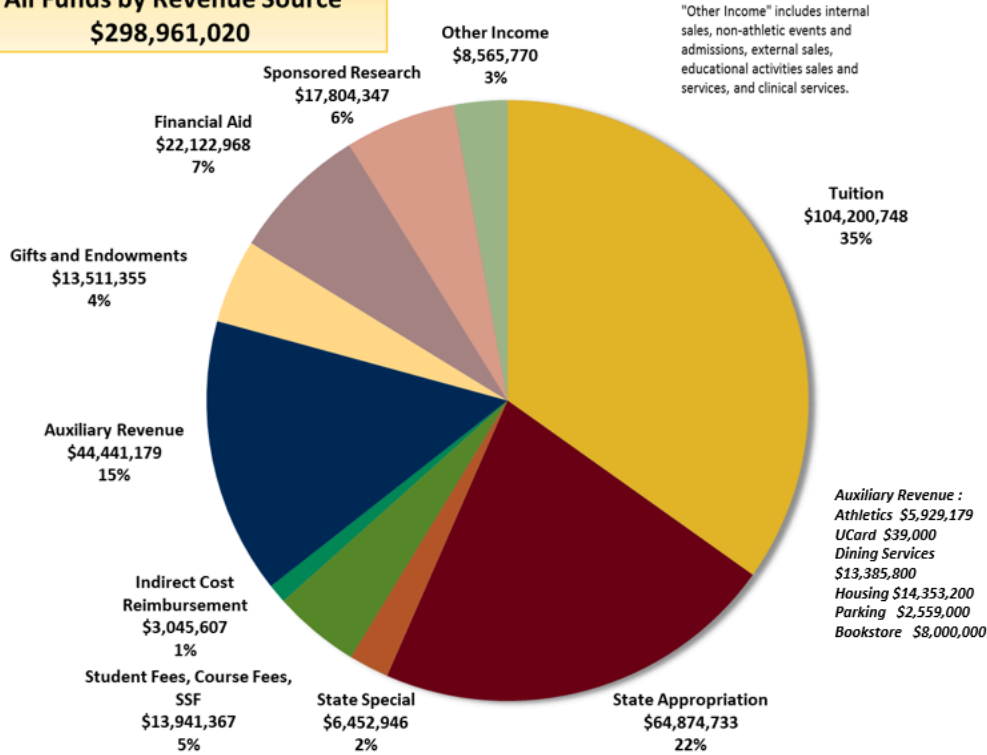




**BUDGET AT A GLANCE**

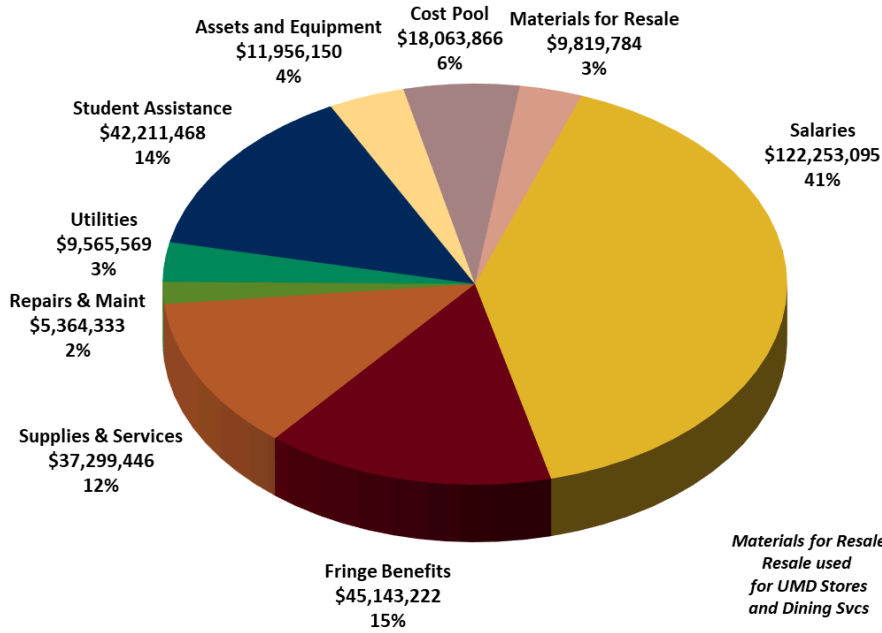
The graphs below represent UMD’s budgeted revenues and expenditures for FY24, based on the aspirational goal of flat enrollment for this academic year. Tuition represents 35 percent of the revenue stream. Compensation accounts for 56% of expenditures.

**FY24 UMD Operating Budget**  
**All Funds by Revenue Source**  
**\$298,961,020**

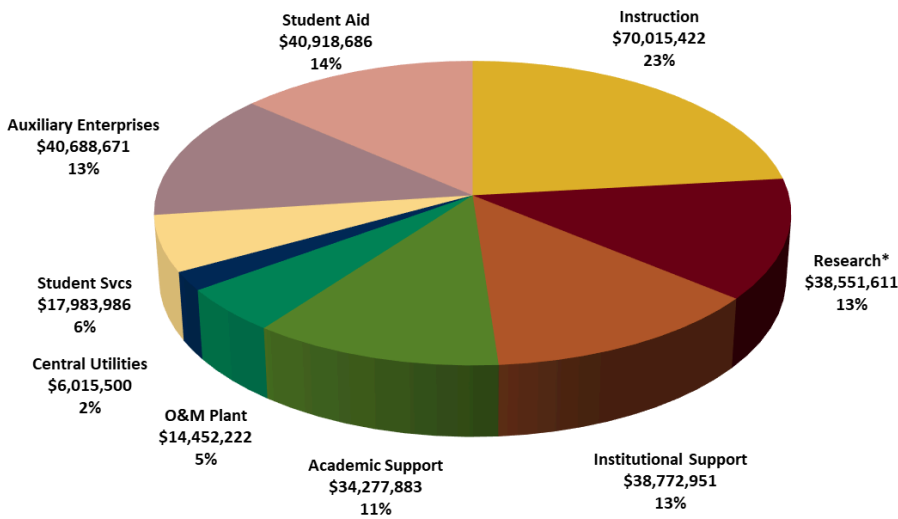




**FY24 UMD Operating Budget  
by Expenditure Account  
\$301,676,932**



**FY24 UMD Operating Budget  
Expenditures by Function  
\$301,676,932**





## **AWARDS AND ACCOLADES**

With an enrollment of nearly 10,000 undergraduate and graduate students, the Duluth campus offers 87 undergraduate and post-baccalaureate degrees, and graduate programs in more than 24 different fields. Some of the recent points of pride for the Duluth campus include:

- Minnesota's highest rated Regional Public University in the Midwest by [US News & World Report](#)
- #4 Top Regional Public University in the Midwest in [US News & World Report](#), moving up four spots since 2021
- Second [Best School for Social Work](#) in Minnesota, following the U of M Twin Cities, according to US News and World Report. Top 100 nationally
- Second [Best Business School](#) in the state, following the U of M Twin Cities, according to US News and World Report. Top 100 nationally
- UMD designated a [Silver Military Friendly® School](#)
- UMD achieves the [2024 Carnegie Elective Classification for Community Engagement](#).
- UMD named among top 10 [Best Online Business Management Degree Programs](#) by BestColleges
- UMD ranked in [top ten colleges in MN](#) by Niche
- UMD ranked in top 7.5% of universities worldwide by the [Center for World University Rankings](#)
- UMD ranked #30 [Best Bachelor's of Finance Degrees](#) by Best Accredited Colleges
- UMD ranked #3 as a 'Best Value College in Minnesota' by [SmartAsset](#)
- UMD's R&D spending (NSF HERD, FY19-21 average) is greater than that of all public Carnegie non-R1 colleges and universities in Minnesota and Wisconsin combined.
- UMD ranked #1 in the state for Return on Investment (ROI) for low-income students among Minnesota's 4 year public institutions by a [Georgetown University Center on Education and the Workforce ROI report](#)
- [Safest campus in Minnesota](#) according to YourLocalSecurity.com
- 98% of 2021-22 undergraduates employed or continuing education
- UMD contributed almost [\\$582 million](#) in local production and support to MN Arrowhead Region and Douglas County, WI, along with more than 4,100 jobs in 2019 and 2020
- New high school first-year student retention rates rose to 80.8%, the highest since 2008



## **WHY UMN Morris?**

Founded in 1960 as a public, University of Minnesota alternative to state's abundant private liberal arts colleges, the University of Minnesota Morris is a nationally ranked top 10 public liberal arts university dedicated to its students and the environment. Our beautiful, sustainable campus in the heart of the prairie gives students the space to be themselves, follow their passions, and find their purpose while working closely with distinguished faculty and supportive staff in and outside the classroom. The most popular UMN Morris majors are psychology and biology—liberal arts colleges excel in STEM as well as social sciences, education, and humanities. Regardless of major, Morris students can take courses in everything from art and music to math and science with numerous opportunities for hands-on learning, undergraduate research, and study abroad. At UMN Morris, students receive a comprehensive, well-rounded education while mastering transferable skills emphasizing critical thinking, effective communication, and creative problem-solving. UMN Morris graduates are career-flexible and well-positioned for what comes next.

With a diverse US and international student body, UMN Morris is Minnesota's only public liberal arts campus — offering an engaged undergraduate learning experience at a much lower price point than the state's abundant private liberal arts colleges. UMN Morris provides 300+ student-athletes with Minnesota's only public NCAA Division III option.

## **ENROLLMENT OUTLOOK**

UMN Morris enrolled 1020 students in fall 2023 with a nearly identical entering class to fall 2022. Fall 2024 predictions are impacted by FAFSA delays and behind schedule. Persistence and graduation rates are trending lower post-pandemic, particularly for those who began college in the deepest parts of the pandemic, with some bright spots. For example, 93% of the students who transferred into UMN Morris in fall 2022 were retained to fall 2023 – the highest transfer student retention in two decades.

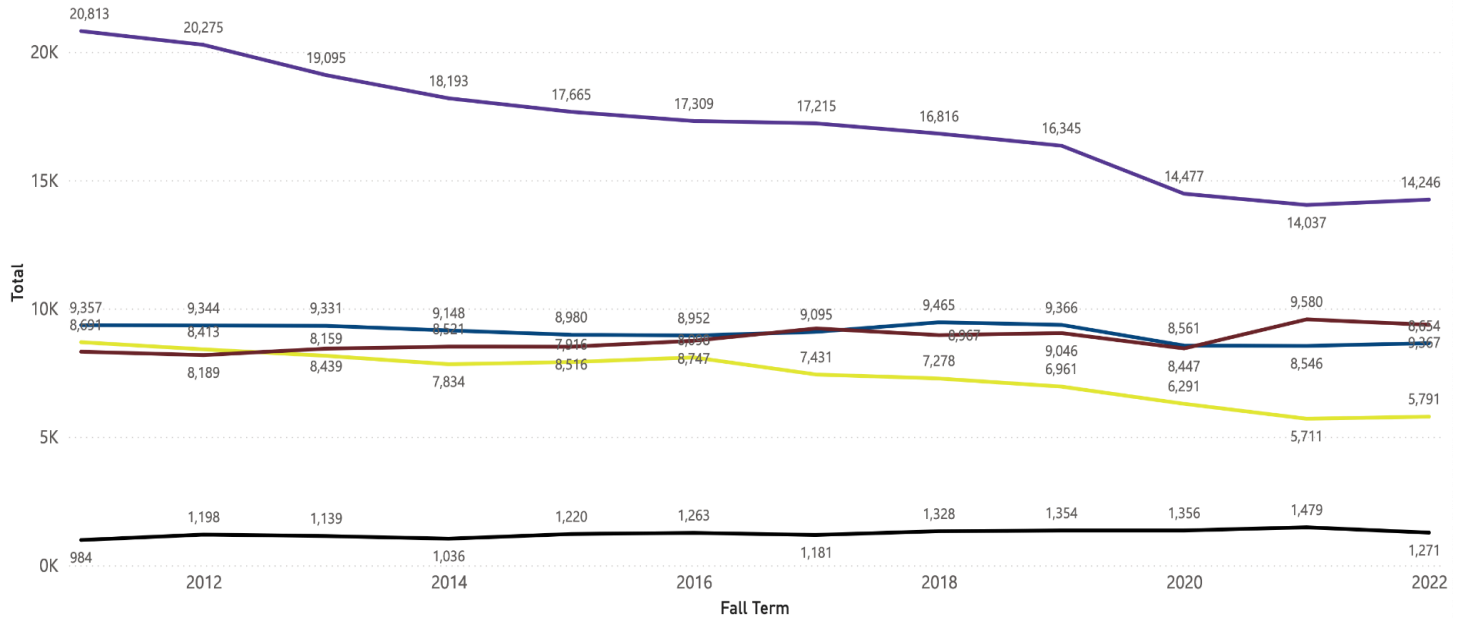
The UMN Morris multi-year campus budget plan includes continued expense reductions. The campus will achieve a positive fiscal balance by FY2027 with planned reductions coupled with modest enrollment growth. Enrollment projections begin with a slight decrease of students in FY25 as smaller pandemic impacted cohorts move forward, followed by modest increases of 36 students in FY26 and 56 students in FY27. A second more conservative budget model with consistent enrollment from FY25 forward achieves a positive fiscal balance by FY30.

Campus priorities reflect our focused attention on key enrollment and fiscally driven strategies. For the first time since the pandemic began, US and MN undergraduate enrollment at 4-year public institutions grew slightly in fall 2023—a source of some optimism. Minnesota also showed a 4.4% increase from 2022 to 2023 in undergraduate enrollment in liberal arts and sciences, including an 8% increase in those seeking computer science degrees (National Student Clearinghouse). A new UMN Morris computer science faculty line responds to increasing student demand on campus. Students pursuing multi/interdisciplinary studies – a UMN Morris strength – are also increasing. Minnesota Private College Council (MPCC) data shows continuing student interest in the liberal arts college experience, with new student enrollments increasing from 8413 in 2012 to 8654 in 2022 (MPCC Annual Enrollment Report; see the blue line across the center of graph below):



## Enrollment by Year

Sector ● MN State 2-year ● MN State 4-year ● MPCC ● Other nonprofits ● University of Minnesota



Prospective students and their families who visit campus are impressed and often surprised by their discoveries about the programs, possibilities, resources, and outcomes tied to a UMN Morris student experience. The more young Minnesotans, their families, and their influencers know about UMN Morris as an affordable alternative to the state's private colleges, and the more we amplify and develop the advantages of the University of Minnesota's public arts and sciences campus and this model higher education, the better the UMN Morris will be positioned for enrollment and fiscal stability and growth.

We are engaged in three core strategies to move UMN Morris to fiscal sustainability in the next three to five years with the key inflection points centered on: (1) pathways and related opportunities, (2) internal alignment, and (3) market share.

### Inflection point 1. Pathways and related opportunities

UMN Morris centers access and opportunity. The campus makes more accessible to a broader student population what is historically an elite (and private) model of education, one developed to educate the leaders of the future. Four pathway initiatives expand access to the benefits of a Morris education – smaller class sizes, rigorous academic programs, high student engagement, and significantly lower cost. While an individual initiative may attract a handful of new students, evidence indicates their collective capacity to yield the modest, steady enrollment increases needed for UMN Morris campus to achieve fiscal sustainability.

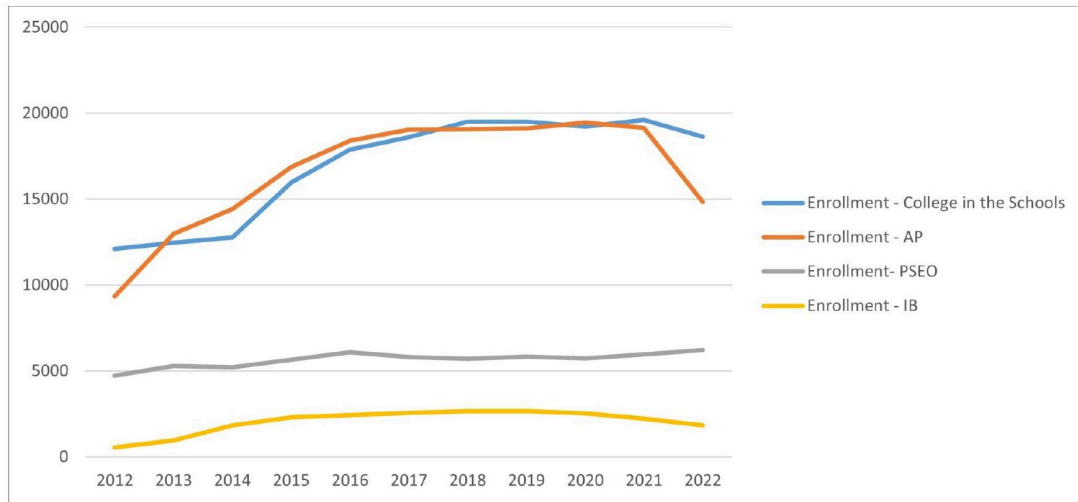
#### A. Degree in Three option

The UMN Morris Degree in 3 option formally launched in February 2024, including in a discussion with the MN House of Representatives Higher Education Finance & Policy Committee. Prospective students can view sample 3-year plans (and traditional 4-year plans) for each of UMN Morris's 32 majors through the Degree in 3 webpage. The site

includes an extensive FAQ developed by the Offices of the Registrar, Financial Aid, One Stop Student Services, Communications & Marketing, and others.

While the **academic requirements are the same**, whether students choose to pursue the three- or four-year plan toward completing a major, Degree in 3 offers accelerated timing, flexibility, financial benefits—**saving the average student as much as \$20,000** on the total cost of their BA degree. Of interest to any student, students who earned dual enrollment college credits during high school (a significant and growing college-bound population in MN) can **make the most** of those credits in Degree in 3.

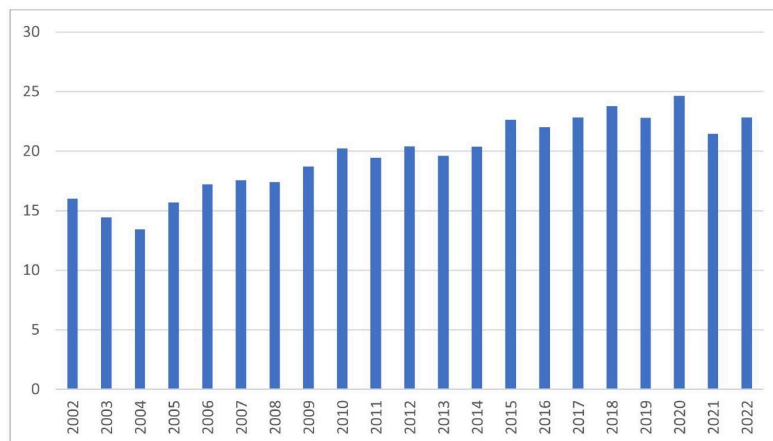
### College Credit Earned by MN High School Students, by Year and Type



Source: Minnesota Office of Higher Education



### Average Credits Earned by UMN Morris New High School Students, by Year of Entry



- Of those entering with credit:
  - Increased # of credits compared to previous years
  - Fall 2023: average of 22 credits



External market research data showing the three-year option is appealing to prospective students and their supporters has been borne out since the February launch.

- Over 14,000 page views on the Degree in Three webpage; after the UMN Morris homepage, it is the most visited page on the website over the last two months
- Degree in 3 ads on social media (TikTok and Snapchat) have generated over 1.2 million impressions; it is the most successful portion of our marketing efforts receiving the highest engagement
- Most successful messaging focused on affordability, 30+ majors, and sustainability.

B. UMN System Graduate and professional school pathways

On average, 44% of Morris graduates continue their education within 5 years. The vast majority of these students attend public universities (70+%), with nearly half attending public institutions in Minnesota.

Increasing the intentional pathways from Morris to UMN masters' and doctoral degrees gives students more reason to choose Morris, to choose the University of Minnesota as a whole, and to then stay in Minnesota, contributing to the state's economy and quality of life. Collaborative efforts across the five UMN campuses can strengthen both individual campuses and the system as a whole.

Existing graduate and professional pathways:

- UMN Morris BA in Biol/Chem/Psych/related field to 18-month intensive UMNTC School of Nursing Master of Nursing and potentially Doctor of Nursing Practitioner
- UMN Morris BA in ChemBiochem or related area to UMNTC College of Pharmacy Doctor of Pharmacy Early Assurance Program: conditional PharmD admission
- Other pre-professional programs available to UMN Morris students - VetFast, Pre-Dental, Pre-Med, other pre-health programs, Pre-Engineering, Pre-Law
- UMN Morris BA Economics to UMNTC CFANS MS Applied Economics 4+1 Integrated Degree Program (IDP) (approved this year)

In process graduate and professional pathways:

- UMN Morris BA Biology or Exercise Science Concentration Early Assurance program into UMNTC Doctor of Physical Therapy
- UMN Morris BA with Early Assurance program into the UMN Occupational Therapy Doctorate
- UMN Morris BA in ChemBiochem or related area to the Medical Laboratory Sciences certificate
- UMN Morris BA Math/Stats/Physics 4+1 IDP pathway to UMNTC College of Engineering MS in Industrial and Systems Engineering or MS Biomedical Engineering

Externally supported graduate pathways in process:

- Sloan grant: A UMN Morris partnership with the UMN Twin Cities College of Biological Sciences was awarded a \$70K Alfred P. Sloan Foundation to increase the number of Native American students participating in graduate-level STEM programs. The project will develop a pathway for Native American students at UMN Morris to graduate programs in the UMNTC College of Biological Sciences.
- NSF grant: The National Science Foundation awarded almost \$240,000 over two years for a collaborative proposal between the UMN Twin Cities Minnesota Institute for Astrophysics and UMN Morris. The “Minnesota Partnership to Foster Native American Participation in Astrophysics” was developed by UMN Twin Cities faculty Vuk Mandic, Patrick Kelly, Lindsay Glesener, Claudia Scarlata and Michael Coughlin, and Sylke Boyd and Peter Dolan from UMN Morris. The goal is to provide a pathway for Native American students into graduate school in STEM disciplines, in particular astrophysics. This collaboration is motivated by a severe underrepresentation of Native Americans in the field of physics. According to the American Physical Society, of the 8,300 annual bachelor’s degrees in physics nationwide, only 18-20 go to Indigenous students. The numbers are even worse at the graduate levels, with only 1 or 2 Indigenous people out of about 1,000 PhDs annually in physics and related fields nationwide.

Internships / Career pathways:

UMN Morris revised an existing Alumni Relations position to focus on alumni-student interactions with particular emphasis on career possibilities. That position was filled this past winter and we expect to soon see the benefit to students. In addition, a new, donor-funded internship coordinator position is currently posted. These positions will assist Morris students in seeing the paths forward, liberal arts college connections, and career possibilities. The positions add structure for the newly adopted Morris Core Curriculum and its experiential learning requirement, creating purposeful and clearly visible thruways for current and prospective students to strengthen student engagement, persistence, and success. In addition, planned marketing and communication efforts will increase the visibility of graduate outcomes on and beyond campus.

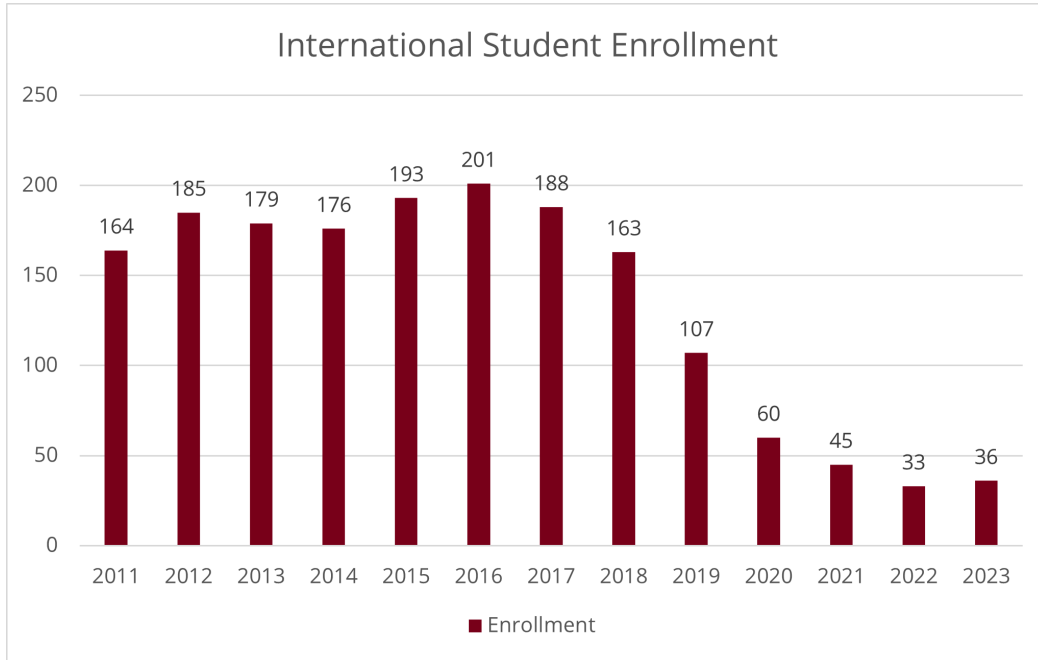
#### C. Transfer pathways

UMN Morris signed our first community college articulation agreement in 2021, with White Earth Tribal & Community College. That agreement was quickly followed by an articulation agreement with Normandale Community College. With assistance from a US Department of Education Native American-Serving Nontribal Institutions Program grant, we have partnered with Fond du Lac Tribal & Community College, Leech Lake Tribal College, and Red Lake Nation College to strengthen relationships and build pathways to a bachelor’s degree; four formalized agreements have been established. After a period of pandemic impacted declines, overall transfer enrollment is rising at UMN Morris:

2023-24: 48 transfer students  
2022-23: 40 transfer students  
2021-22: 20 transfer students.

D. International pathways

In fall 2019, 107 international students were enrolled at UMN Morris; just 36 international students were enrolled in fall 2023 following the impacts of the pandemic and other global shifts. International student enrollment is an inflection point for the Morris campus in the next three to five years, recognizing this historic area of campus strength (below), while being cognizant of political and other factors which may interfere:



UMN Morris recently reinvigorated a longtime partnership with the Shanghai University of Finance and Economics, with a resulting increase in student commitments for fall 2024 and additional students in the pipeline. Overall, international student applications to UMN Morris for fall 2024 have increased, although visa uncertainty remains.

A spring 2024 contract with a new external recruiting partner is targeting greater diversity in international enrollment and builds on the highly successful cohort model developed with our Shanghai partner. One new partner campus is already identified, with swift agreement development in progress, in a country where the average wait time for student visas is just 8 days. Two other new potential partners have also been identified.

**Inflection Point 2. Internal Alignments**

Admissions:

We continue to make improvements to each encounter a student or their supporters have with UMN Morris:

- A search is underway now for a new Director of Admissions.
- The Office of Admissions is reconstituting its individual visit experience and large group events to better share the distinctive experience available at UMN Morris. The office is working closely with units across campus to implement these changes; initial feedback from staff, faculty, and visitors has been positive.

- A new enrollment marketing partner, secured in fall 2023, is helping in both the content and timing of messages to prospective students.

Student engagement:

Student engagement is a pillar of the UMN Morris identity and a key differentiator. Market research attests to student interest in participating in the features of a residential, undergraduate arts and sciences community, and we will continue to amplify this strength. Note that most of the top Baccalaureate Liberal Arts & Sciences institutions are well resourced private liberal arts colleges such as Williams, Amherst, and Carleton, providing an aspirational comparison group.

**Student engagement rates, Morris campus & comparison group institutions, spring 2023**

Student Engagement in High Impact Practices (HIPs)	Morris Seniors	COPLAC	NSSE All	Bac LA & SCI
Completed a culminating senior experience (capstone)	95%	72%*	69%*	85%
Participated in co-curricular activities in senior year	79%	59%*	55%*	85%
Had an internship/field experience/student teaching	71%	71%	72%	78%
Worked on campus in a paid position in senior year	65%	29%*	26%*	54%
Held a formal leadership position in a student group	60%	46%*	41%*	67%
Worked on a research project with a faculty member	54%	37%*	34%*	53%
Studied abroad	22%	12%*	17%*	30%

*Spring 2023, National Survey of Student Engagement*

Overall,

- 96% of Morris graduates completed two or more High Impact Practices including their capstone;
- 87% of Morris graduates completed two or more High Impact Practices not including their capstone.

Campus teams have worked this year to enhance our first year experience for students and their supporters – including new student orientation, welcome week, and major community-building campus events – to enhance the experiences themselves, their relationships, and their significance to the high quality undergraduate educational experience provided by UMN Morris. This work continues into next year, with a full complement of marketing and communications staff, further exploration of structural changes and internal marketing opportunities.

We are building greater awareness of UMN Morris distinctive features and experience with amplified messaging internally and externally. The key distinctions distilled via market research and campus reflection in 2022 are **transformative student engagement, experiential learning, and sustainability**. We continue to increase alignment in practice and messaging.



Retention:

We continue to improve our engagement with new and continuing students and their supporters:

- A first year student engagement group established in summer 2023 leverages shared student affairs, admissions, athletics, and student success staff expertise and resources to coordinate efforts and help all new students successfully transition to UMN Morris. The group shares best practices and pilots new retention strategies. Fall to spring first year student persistence increased from 89% to 90% between fall 2022 and fall 2023.
- Now in its third year, the Morris 1101 college transition course (1-credit) is helping new first year students make connections with their peers and campus resources, foster college success skills, and build community. Students who successfully complete the course persist at higher rates – 94% of students earning S grades in fall 2023 enrolled at UMN Morris in spring 2024.
- Staff continue to communicate important information and campus highlights with the families and supporters of current students through the UMN Morris parent portal, with consistently high engagement – email open rates average above 60%.
- Students from home locations outside Minnesota have consistently persisted at much lower rates than Minnesota residents. Seventy-seven percent of first year Minnesota residents entering in fall 2022 returned for their second year, compared to 58% of new students from reciprocity states. In fall 2023, the campus initiated strategies to actively address this issue. For example, the office of residential life enhanced their outreach to out-of-state students remaining on campus during fall and winter breaks in an effort to increase their sense of community.

Sports sponsorship:

Students who participate in UMN Morris DIII athletics persist at Morris and graduate at rates above other students. In 2023-24 we discontinued sponsorship of an undersubscribed Men's Tennis program and began Men's Swimming and Diving after evaluation and consultation with our Upper Midwest Athletic Conference. The new team is paired with our successful Women's Swimming and Diving program in a shift requiring minimal financial investment, and has already attracted new students to Morris.

### **Inflection Point 3. Market Share**

This year's UMN Morris strategic enrollment plan implementation has prioritized aggressively enhancing marketing strategies that raise visibility and external engagement with the campus. This work continues and is essential to maintaining and increasing enrollment. The pathways and internal alignments outlined above contribute to our market distinctiveness. More direct strategies to elevate the visibility and understanding of UMN Morris as a first-choice college destination include:

#### **A. Marketing**

UMN Morris has long been referred to as the U's "best kept secret." Campus success requires less secrecy, more familiarity. As we continue to strengthen practices, pathways, and programs that clarify the benefits to students in choosing to attend Morris, we can better market the advantages of a UMN Morris education. A new national vendor for admissions direct marketing hired last year and a local marketing firm are amplifying the brand awareness of the campus. Some key 2023-24 academic year marketing strategy enhancements to raise campus visibility and external engagement include:

- Spark451: Search to application; robust email communication flow, printed materials, digital marketing – streaming radio/podcast, billboards, social media
- Spark27 Creative: Brand influencer and awareness campaign – ad impressions, media mix, web traffic
- Spark27 Creative: Prospective student awareness campaign
- Spark27 Creative: Degree in Three; senior digital retargeting

We continue to value UMN Duluth marketing and communications assistance very highly, while also recognizing the crucial need for campus-specific support. A new enrollment marketing manager joined our team in early 2024, funded by internal reallocation/reorganization due to a retirement. A search for a web content strategist is underway to improve campus web presence and increase web traffic.

Data from campus-specific and systemwide recruitment campaigns for the three campuses featured in the 2022 campaign indicates that local efforts do as much or more than system efforts in driving traffic to the admissions sites:

- System campaign drove 28k users or 31k sessions to the Morris website
- Morris campus search marketing campaign drove 27.7k users or 30k sessions during that same time, with a very high school senior focused audience.

UMN University Relations' past digital enrollment marketing (i.e. The "Is Morris the M for you" on streaming and social media channels) was similar in timing and target to some local digital marketing efforts. While data shows UMN Morris local efforts were doing well (for less money) and the repetition of effort seems inefficient, we need greater coverage and investment overall. Adding resources to local marketing efforts promises greater ROI.

#### B. Morris Core Curriculum

While the recent revision of general education at UMN Morris could as easily fit under the pathways heading, the new Morris Core Curriculum also helps to differentiate the campus in the higher education marketplace. Aligned with our campus strategic plan, the general education program revision will strengthen students' understanding of a UMN Morris education as an overall experience and help explain why students should choose Morris as their college. The Morris Core Curriculum will be fully adopted with our new catalog in place for students entering in fall 2025. The Core Curriculum clarifies each core components and its purpose, adds a hands-on experiential learning requirement, and elevates mission-specific elements under these five headings:

First Year Experience – An Introduction to the Liberal Arts

Skills for the Liberal Arts – Useful Skills for any Major or Career

Morris Mission Themes and Liberal Arts Perspectives

Capstone Experience

Morris Core Experience – An applied learning experience in Scholarly and Creative Activities, Career Ready Experiences (Employment, Fieldwork, and Internships), Student Leadership and Engagement, or Community Engaged Learning

## UMN MORRIS FINANCIAL SUSTAINABILITY

From FY19 to FY23, core campus expenses (Fund 1000) have had only minimal, critical increases, with an overall expense reduction of -0.41%, while meeting all UMN mandated budgeting parameters (for staff salaries increases, etc.) and reallocations. UMN Morris has long been and continues to be a good steward of funds.

Over the next three to five years, UMN Morris will achieve financial stability by:

1. Investing in internal alignments and pathways to boost student persistence to Morris degree.
2. Strategically adjusting program offerings. Recent examples include the shift replacing men's tennis sponsorship with men's swimming to utilize a strong physical plant asset and attract new students; and faculty-driven academic program renaming of the management major to business management to align better with search terms used by prospective students.
3. Leveraging growing private funding opportunities. A new faculty member in the endowed Morton Gneiss Professorship in Environmental Sciences joined us in 2023-24 and two more endowed faculty positions are in line. UMN Morris has also utilized two Bentson Scholarships (a UMN systemwide endowed scholarship fund with a campus match).
4. Continuing expense reductions, including instructional FTE (the largest segment of campus expenditures) to reach a more sustainable student: faculty ratio.
5. Infrastructure management: Pine Hall, one of our smaller residence halls (built in 1926 with a shower upgrade in 1969), was taken off-line for the 2023-24 academic year for critical plumbing infrastructure updates and other minor enhancements to enhance the student experience. With Pine Hall re-opening in fall 2024, Residential Life will offer more single rooms across campus to retain more students in campus housing and implement phased improvements to reduce expenses and increase housing revenues.

We have utilized Huron analysis in considering areas where changes are underway, how we will continue to right-size the budget, and the need to balance reductions with student support. We are working to remain steadfast in support for our students, recognizing college students' growing basic needs, and preserving the essence of the transformational Morris experience, with which students and alumni continue to report high satisfaction.

The UMN Morris multi-year plan to bring the campus budget into sustainable balance will continue to require campus discussion and decisions about where we commit resources and how we refine and amplify our campus identity. Nationally as well as regionally, UMN Morris already has recognition for its honors college experience, sustainability efforts, and rigorous academic programs. The campus consistently ranks in the top 10 of U.S. public baccalaureate arts and sciences universities. Key decisions going forward will focus on determining priorities and resource allocation in relation to that identity with the alignments outlined above. With a new vice chancellor of academic affairs beginning July 1, 2024, a new admissions director beginning this year, a chancellor just inaugurated in fall 2023, and a new UMN president joining us in summer 2024, the UMN Morris campus has new opportunities, resources, and leadership to leverage in amplifying and investing in key points of distinction:

- TRANSFORMATIVE STUDENT ENGAGEMENT – in the Morris Core Curriculum, rigorous arts and sciences programs, co-curricular learning, and career-ready experiences

- A RURAL location – as an innovation space and educational asset
- SUSTAINABILITY – advanced in teaching, research, and community engagement.

Since its inception in 1960, the University of Minnesota Morris has been an investment that counts. We are committed to making a difference for students who matter, preparing graduates who contribute in out-sized ways to the vitality of the state of Minnesota, Tribal nations, the US, and our world.

## **Strategic Investment in the University's Start-Up, Health Sciences Campus**

**May 10, 2024**

### **Objective**

Address Minnesota's health care workforce shortages and health disparities by expanding the University of Minnesota's start up, health sciences campus in the context of exponential growth in the health and med-tech focused city of Rochester.

### **Campus Inflection Points**

- *Secure investment to expand personnel, facilities, and recruitment marketing.*
- *Innovate educational practice and programs to prepare learners for the rapidly evolving future of digital health care.*

### **Scope and ROI**

Grow enrollment from 1,000 students served to 1,500 students served in Rochester, addressing current and emerging health care workforce needs in Minnesota, serving as a pipeline for the University's graduate and professional schools, providing enhanced success for students from all backgrounds with anticipated long-term impact on Minnesota's health disparities, and continuing to be a national innovation leader in higher education contributing constructively to the University's reputation (e.g., 2024 coverage includes [Inside Higher Ed](#), [Forbes](#) and [The Boston Globe](#)).

### **Service/Product**

World-class, University of Minnesota academic programs leading to employment or advanced study in a health related career with success-enhancing, evidence-based support for all students, including those historically underrepresented in higher education (low income, first generation, and BIPOC).

### **UMR Vision**

*Inspire transformation in higher education through innovations that empower graduates to solve the grand health challenges of the 21st century.*

## Background Information on Funding

The Rochester campus of the University of Minnesota is the most recent addition to the University of Minnesota System's portfolio of campuses. An initial, pre-launch investment of approximately \$4 million dollars from 2006 through 2008 ("seed funding") enabled the start-up campus to prepare for a 2009 launch, as the first chancellor Stephen Lehmkuhle hired faculty in advance to design academic programs, secured leased space, and invested in recruitment marketing. As a unit with an undergraduate focus and a mission for direct impact on the state's health care workforce, UMR has two revenue streams: 1) the state's investment (allocated by the University's Budget Six) and 2) student tuition. During the first year of serving students (FY10), the UMN System allocated \$7.86 million of state funds for UMR's annual budget, and has continued the annual "O&M" allocation of state funds. This ongoing, annual support is akin to "series A" start-up funding for the 14-year period during which the campus has created a blueprint and programs, further refining our "product" (producing graduates in a critical need industry and being a demonstration case for how to close achievement gaps with research-based practice). The allocation of state funds for the campus for FY24 is \$8.57 million, an increase of about \$700,000 from the annual investment provided in year one. Adjusted for inflation, the FY24 amount is \$345,000 less than the launch-year allocation. During that same period the bill for system services ("cost-pools") increased significantly, moving from 2% of UMR's total revenue in year one to 22% of total revenue. The number of students served on the Rochester campus has increased significantly, with tuition revenue expanding from \$666,000 (FY10) to \$8,592,000 (FY24).

At the 15 year mark, this start-up needs Phase B investment to expand enrollment and continue innovative educational work to support student success. Tuition is insufficient to fund new academic programs, personnel, and facilities which must be secured in advance. While new public start-up campuses are rare, the Merced campus plan executed in the University of California system illuminates the need for Phase B investment. In "Start-Ups That Last: How to Scale Your Business" ([Harvard Business Review](#)), Ranjay Gulati and Alicia DeSantola synthesize case studies of the 25% of starts-ups that thrive beyond 15 years, identifying actions critical to success including: developing forecasting capability, sustaining the culture that made early success possible, and continuing to innovate with new products and services to meet the evolving context. Framing the University's launch of a campus as similar to the work of the University's [Venture Center](#) in the Research and Innovation Office and their partner [Launch Minnesota](#) may be useful to the future funding strategies.



## Season of Unprecedented Opportunity in Rochester

The University of Minnesota has an unprecedented opportunity to expand in Rochester over the next five years, given the following contextual realities:

- 1) Mayo Clinic's investment of \$5 billion dollars for the [Unbound](#) project from now through 2030 to create and expand AI-optimized facilities, research, education, and clinical care based in Rochester in walkable proximity to the existing and planned expansion locations of the UMR campus. This expansion is estimated to provide an additional \$7 billion dollars in economic impact for the region, with an expected 2% net growth in employees each year.
- 2) [Destination Medical Center's](#) (DMC) \$5.8 billion in public and private investment includes expansion in "smart med-tech" as the south anchor of Medical Alley in Discovery Square (a facility shared by UMR). This economic development endeavor is well-aligned with the [federal designation of the MedTech Hub 3.0](#) and other priorities of the University's [Research and Innovation Office](#) including the [target of 1.5 billion in research expenditures](#).
- 3) The existing and expanding research collaborations between Mayo Clinic and the University of Minnesota. The [University of Minnesota Foundation's 2024 Stewardship Report for Mayo Clinic](#) documents a total investment of \$46.8 million by Mayo Clinic in University of Minnesota programs and initiatives, with 97.5% of that investment in research [medicine and health (49.6%), College of Pharmacy (9.6%), College of Science and Engineering (9%), and the remainder invested across multiple UMN colleges and campuses including UMR.]
- 4) The [City of Rochester's expansion in progress](#) includes a new transit system, a sales tax funded sports complex (location selection in progress), thermal energy districts and other actions aligned with the University's goal of carbon neutrality by 2050, riverfront development, outdoor recreation adjacent to University-owned land, and more.
- 5) A majority of the roles that comprise current and projected health care workforce shortages in Minnesota (documented by Minnesota's [Department of Employment and Economic Development](#)) require successful completion of rigorous health sciences undergraduate degrees as the first step toward advanced study (e.g., pharmacy, medicine, nursing, public health, veterinary science, and dentistry). The national challenge of ensuring medical school readiness and success for students who represent the populations they serve, even when free tuition is provided, was described recently by [Inside Higher Ed](#) (April 2024). UMR's undergraduate programs serve as a pipeline of graduates that are well-prepared to succeed in professional and graduate programs necessary for health careers.

# Season of Unprecedented Opportunity in Rochester, continued

## Citywide Context Economic Development & Redevelopment

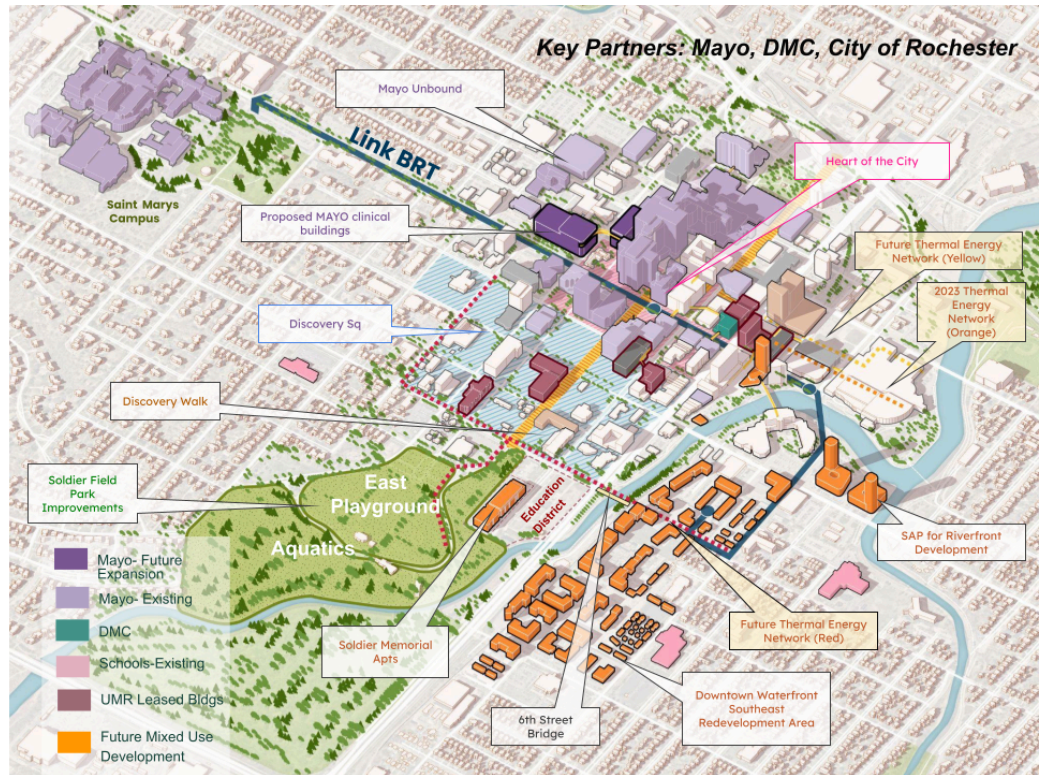
- DMC development: public infrastructure & capacity-building
- "Smart" med-tech expansion in Discovery Square
- Mayo Unbound \$5B construction 2024-2030
- Downtown Waterfront SE redevelopment area
- Regional Sports & Recreation Complex, site TBD early 2024

## Mobility

- Discovery Walk completed
- Link BRT implementation
- 6th Street bridge

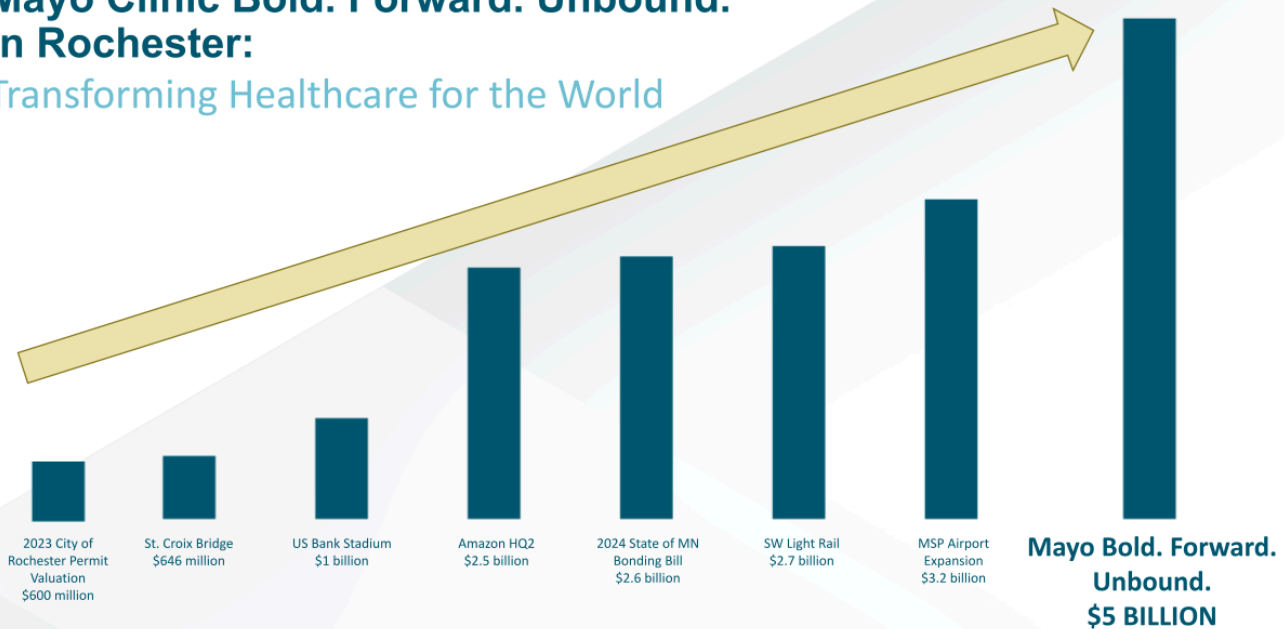
## Sustainability Commitments

- City, DMC, other key players' climate action goals
- Municipal Thermal Energy Network (TEN) project



Source: Draft UMR Campus and Climate Action Plan

## Mayo Clinic Bold. Forward. Unbound. in Rochester: Transforming Healthcare for the World



Source: City of Rochester Presentation to DMC Real Estate Summit, 4/24/24

## Rochester campus of the University of Minnesota

## Five Year Enrollment Projection

UMR Five Year Projection	1000			1500	
	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
New BSHS (NHS & Transfer)	240	275	300	335	370
Spring Semester Cohort	11	18	24	24	24
Second Year	141	180	206	228	255
Third Year	125	97	131	179	198
Fourth Year	56	105	82	110	151
Fifth Year	7	6	12	9	12
<b>Total BSHS</b>	<b>580</b>	<b>681</b>	<b>754</b>	<b>885</b>	<b>1,010</b>
<b>Total BSHP</b>	<b>65</b>	<b>70</b>	<b>75</b>	<b>80</b>	<b>80</b>
<b>Total UMR Undergraduates (degree seeking)</b>	<b>645</b>	<b>751</b>	<b>830</b>	<b>965</b>	<b>1,090</b>
NDS PSEO	20	20	20	20	20
<b>Total Rochester Center for Innovation (BSHS&amp;BSHP) Students</b>	<b>665</b>	<b>771</b>	<b>850</b>	<b>985</b>	<b>1,110</b>
UMN System Partner Programs	344	354	364	384	400
MPact 2025 Target		1,070			
<b>Total Students Served on the UMR Campus</b>	<b>1,009</b>	<b>1,125</b>	<b>1,214</b>	<b>1,369</b>	<b>1,510</b>

## Financial Sustainability - Increasing Revenue and Preparing for Phase B Investment

The UMR campus is actively pursuing additional revenue streams aligned with our Vision, Grounding Values, and Principles: *students are at the center, research informs practice, and partners make it possible.*

### Actions being explored for revenue sources in addition to enrollment growth:

- optimizing our corporate partnership for investment in undergraduate education;
- moving steadily toward our \$5 million goal through our first philanthropic campaign, Onward, to generate scholarship dollars sufficient to increase our competitiveness for prospective students;
- leveraging our faculty expertise in teaching and learning to support professional instructional development for industry partners;
- serving local higher education partners with fee-based services for their students located in downtown Rochester; and
- seeking significant investment from foundations that support educational innovation for an institutional project to verify the set of evidence-based practices fueling equity in degree completion.

**Reaching enrollment targets for fall 24 and fall 25 is imperative for a balanced budget, setting the stage for strategic investment in continued growth and innovation.**

**New recruitment initiatives in progress to increase enrollment**, with a record number of applications and admissions for fall 2024:

- full admissions team hired and trained with a second regional recruiter in our primary market of the Twin Cities, in contrast to severe staff shortages in admissions during the previous year;
- campus Welcome Center facility launched in new Student Life Center, significantly enhancing admissions visits;
- added Niche system to identify prospective students interested in health careers, allowing us to better target recruitment efforts;
- outsourced prospect and inquiry application generation communication campaign;
- established a new financial aid strategy;
- launched a parent portal program, CampusESP, in January, generating 1,000 users actively engaging with this program each month since the launch; and
- implemented new strategic outreach to charter and magnet schools with a health care focus, resulting in campus visits of large student groups from five new schools.

**Explorations in progress to fuel future enrollment growth:**

- significantly enhancing our summer offerings for current and new learner populations, to begin in Summer 2025;
- enhancing our strong partnership with the University's School of Nursing to double the Rochester nursing student enrollment over the next three years;
- pursuing transfer pathways for students from Riverland Community College with a grant from the Institute for Citizens and Scholars;
- increasing the number of January-start students given significant numbers of December graduates;
- partnering with the Hormel Institute to plan a new academic program and to provide evidence-based instructional development for their faculty;
- partnering further with the Rochester-based Occupational Therapy (OT) program in the University's School of Pharmacy;
- collaborating with the College of Design for joint initiatives, connected by shared values and aspirations;
- pursuing additional internships, community engagement, and academic programs in a renewed partnership with IBM Rochester;

- increasing the number of accelerated programs including shortened undergrad to graduate pathways in bioinformatics, occupational therapy, physician assistant, pharmacy, environmental health, medical laboratory science, cytotechnology, nuclear medicine, athletic training, chiropractic, and a potential new BS to MD pipeline program;
- providing re-skilling, continuing education coursework and a potential degree completion option for local health care industry employees affected by automation in concert with Mayo Clinic's Career Investment Program; and
- working with consultants Ruffalo Noel Levitz, marketing firm Zeal 40, and our partner Mayo Clinic to select new academic programs in the areas of highest workforce demand for Minnesota's future health care sector.

# Enrollment Strategy Plans and Financial Impacts: Crookston, Duluth, Morris, and Rochester campuses

Interim President Jeff Ettinger

Chancellors Mary Holz-Clause, Janet Schrunk Ericksen, Lori Carrell

Interim Chancellor Dave McMillan

Board of Regents meeting

*May 10, 2024*

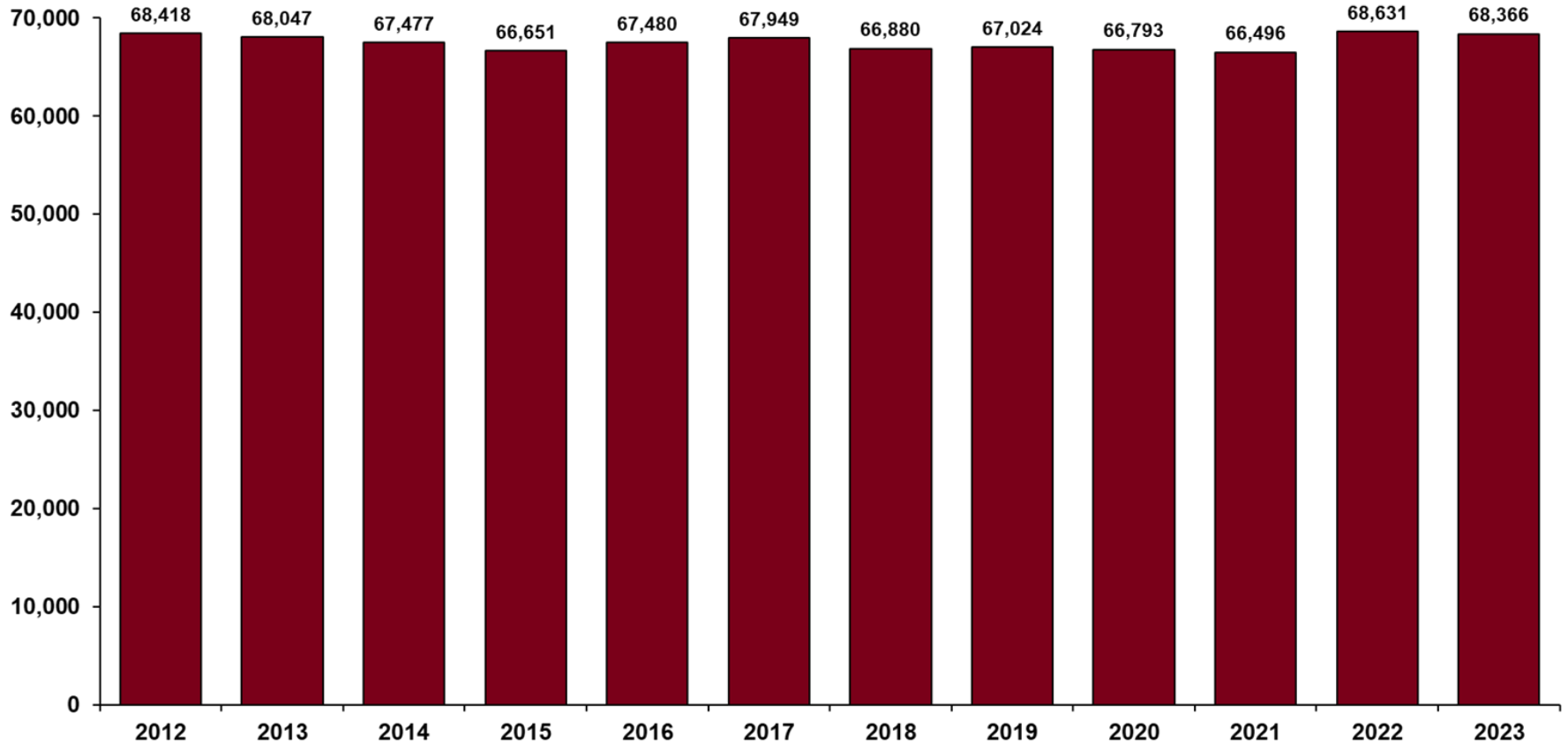


UNIVERSITY OF MINNESOTA

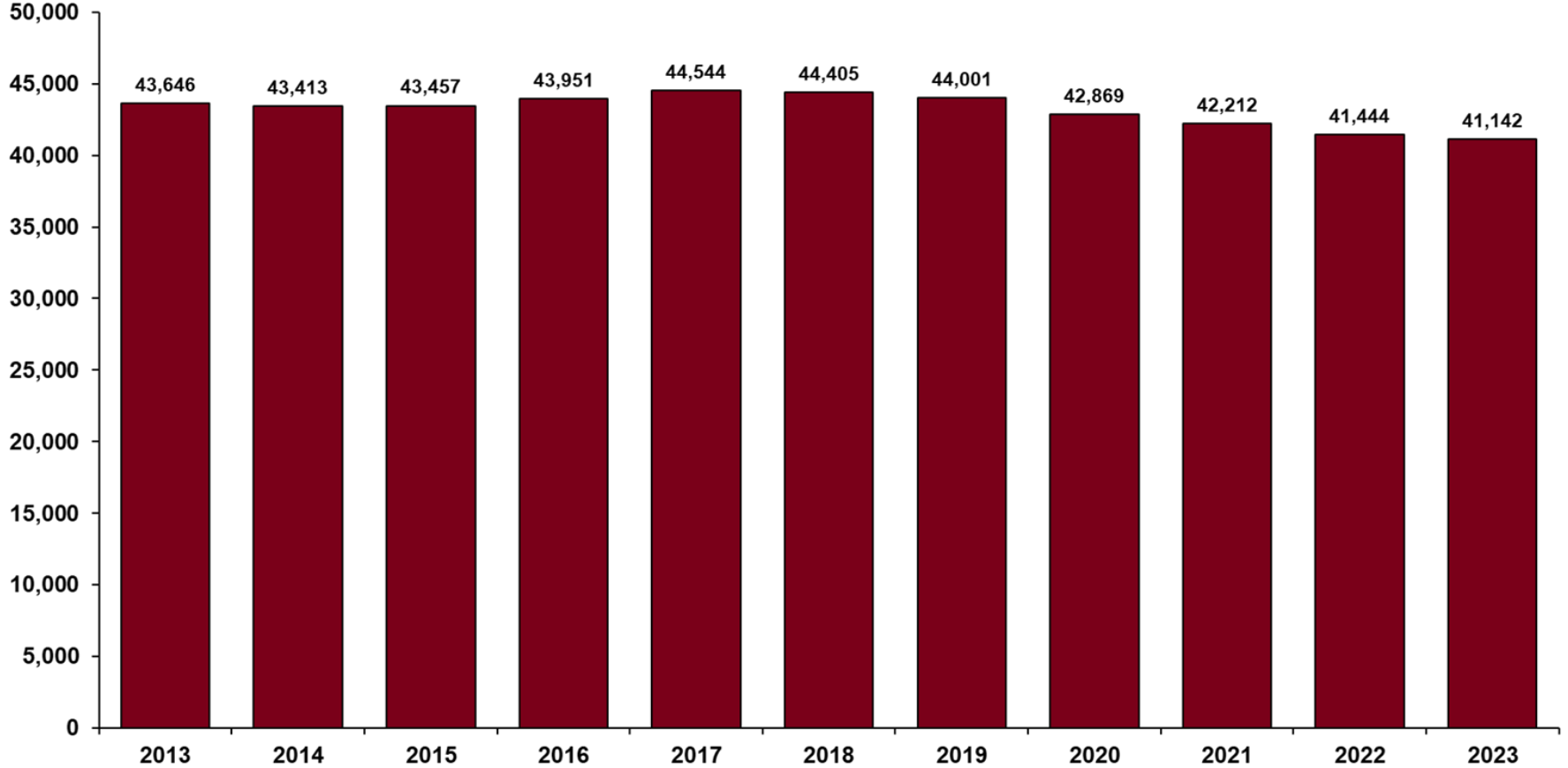
**Driven to Discover®**



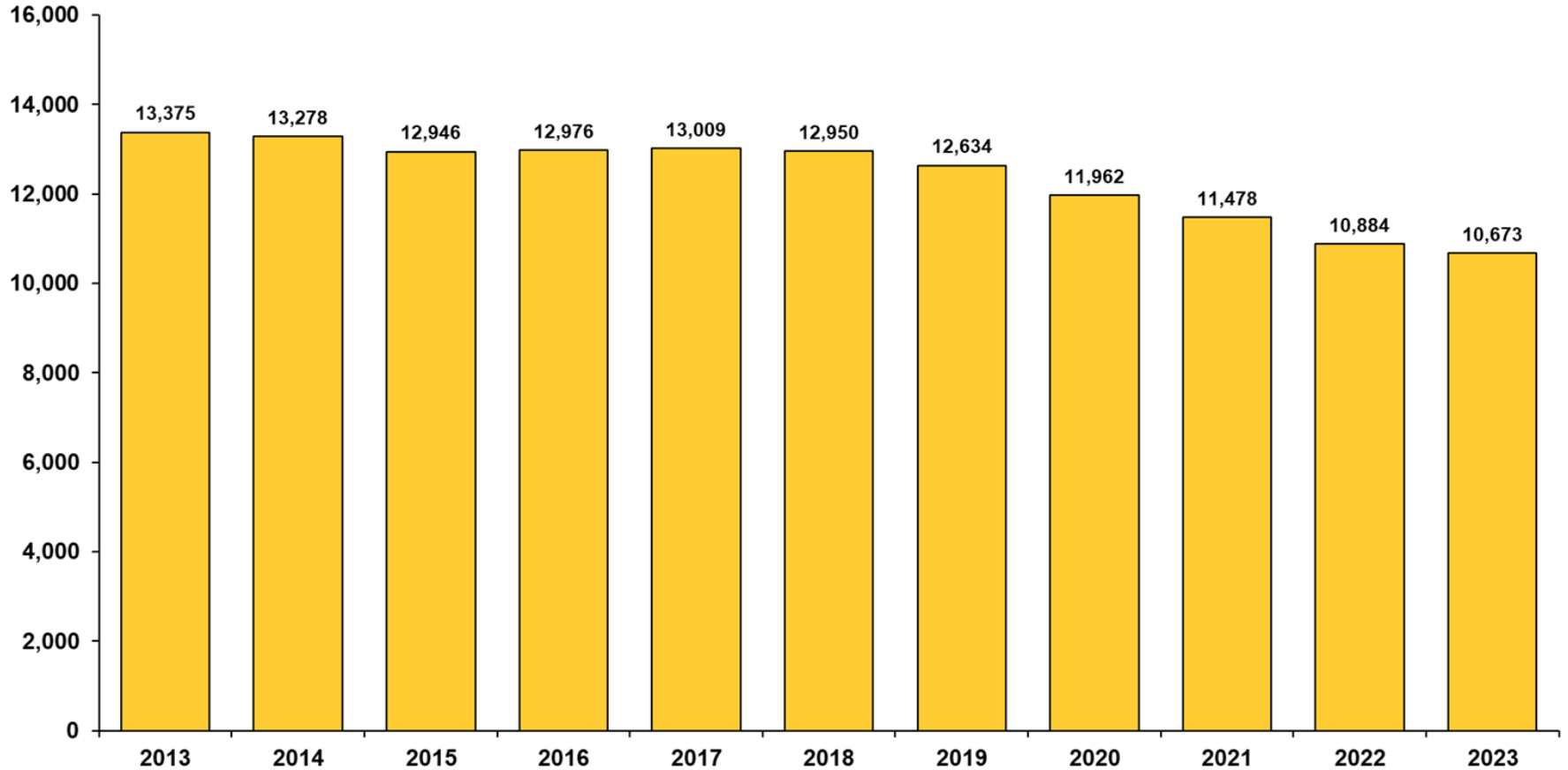
# Total Systemwide Fall Semester Headcount Enrollment: All Campuses and Levels



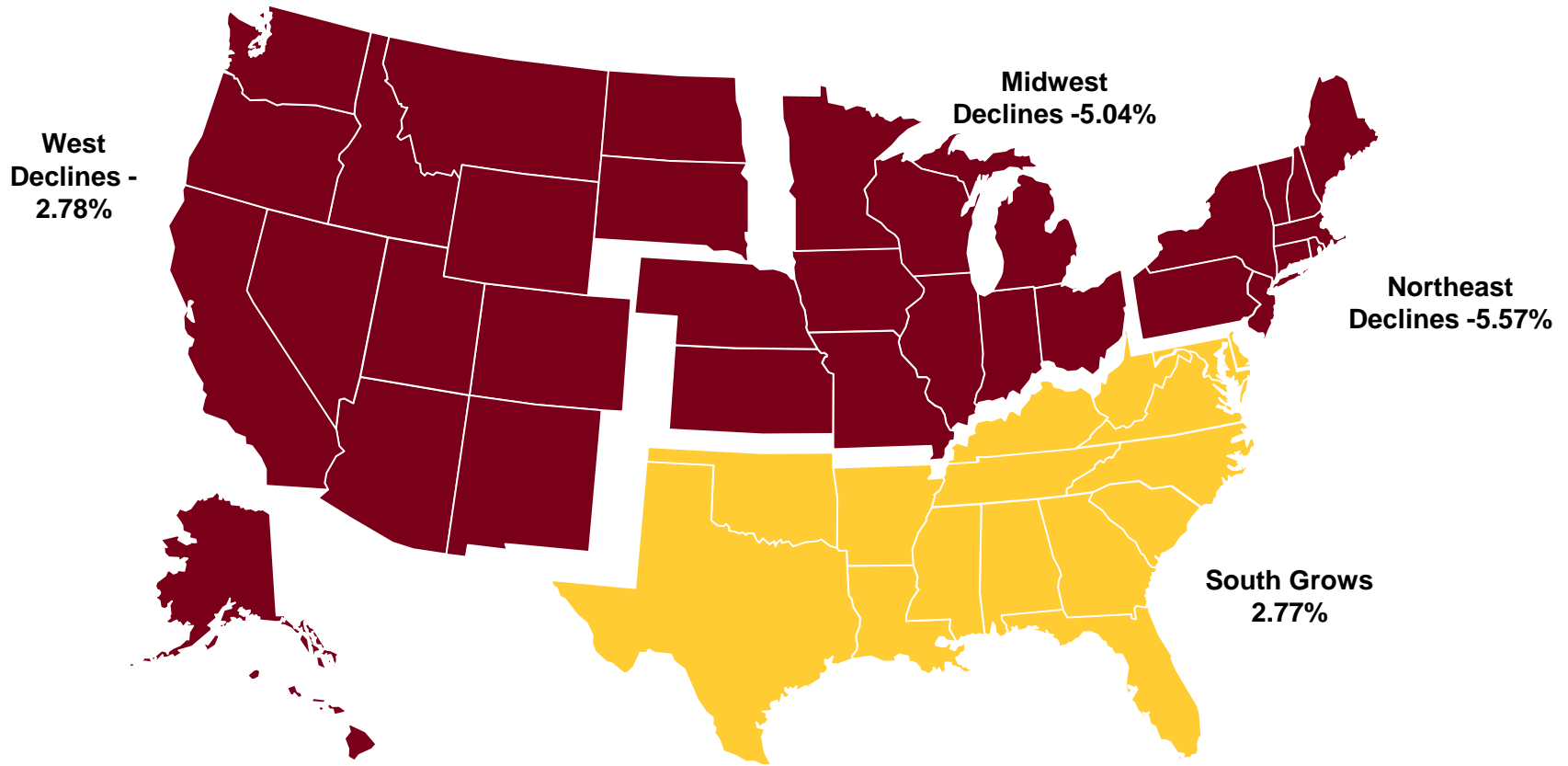
# Systemwide Degree-Seeking Undergraduate Headcount Enrollment



# Greater MN Campuses Total Degree-Seeking Undergraduate Headcount Enrollment

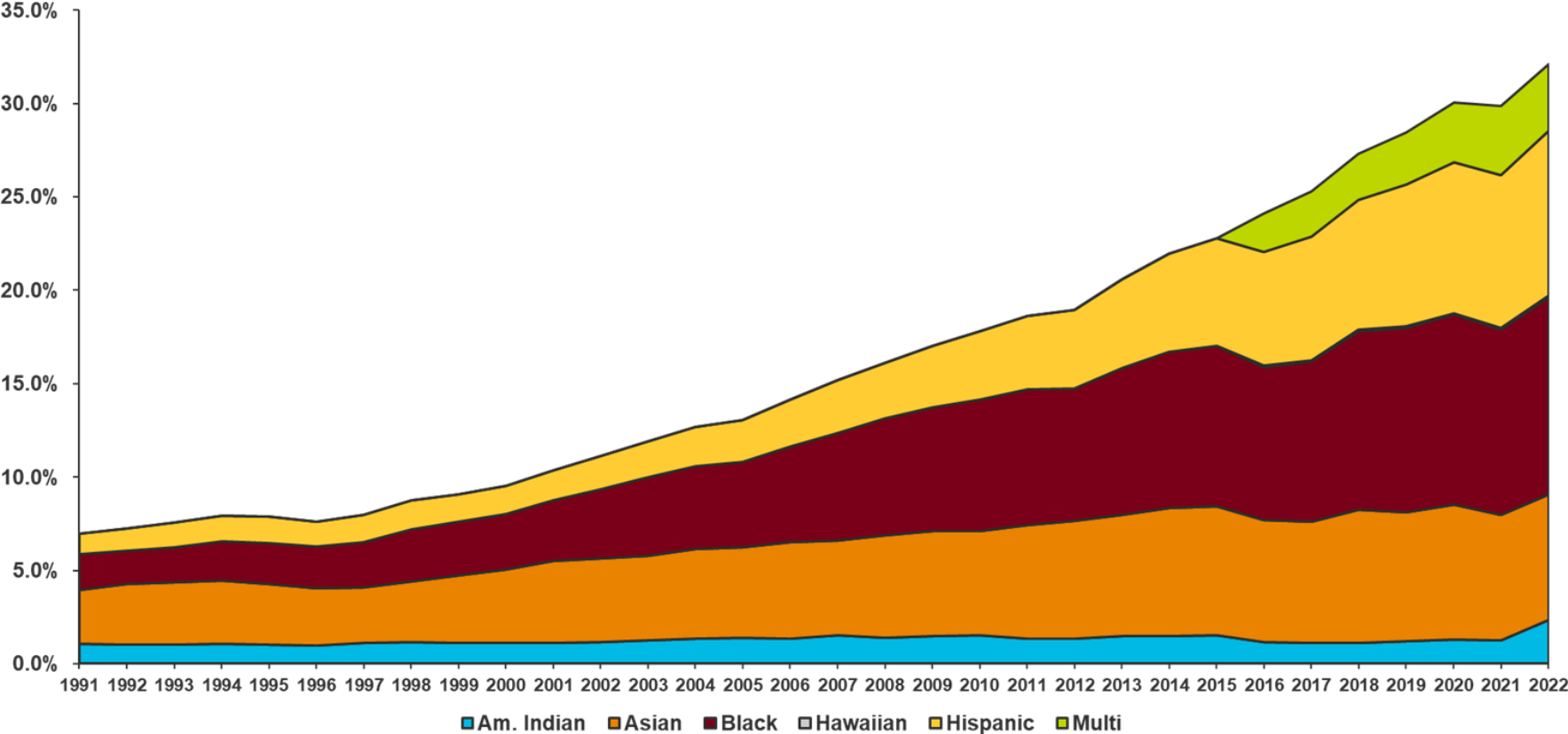


# Regional Changes in High School Graduates 2020-2021 to 2030-2031

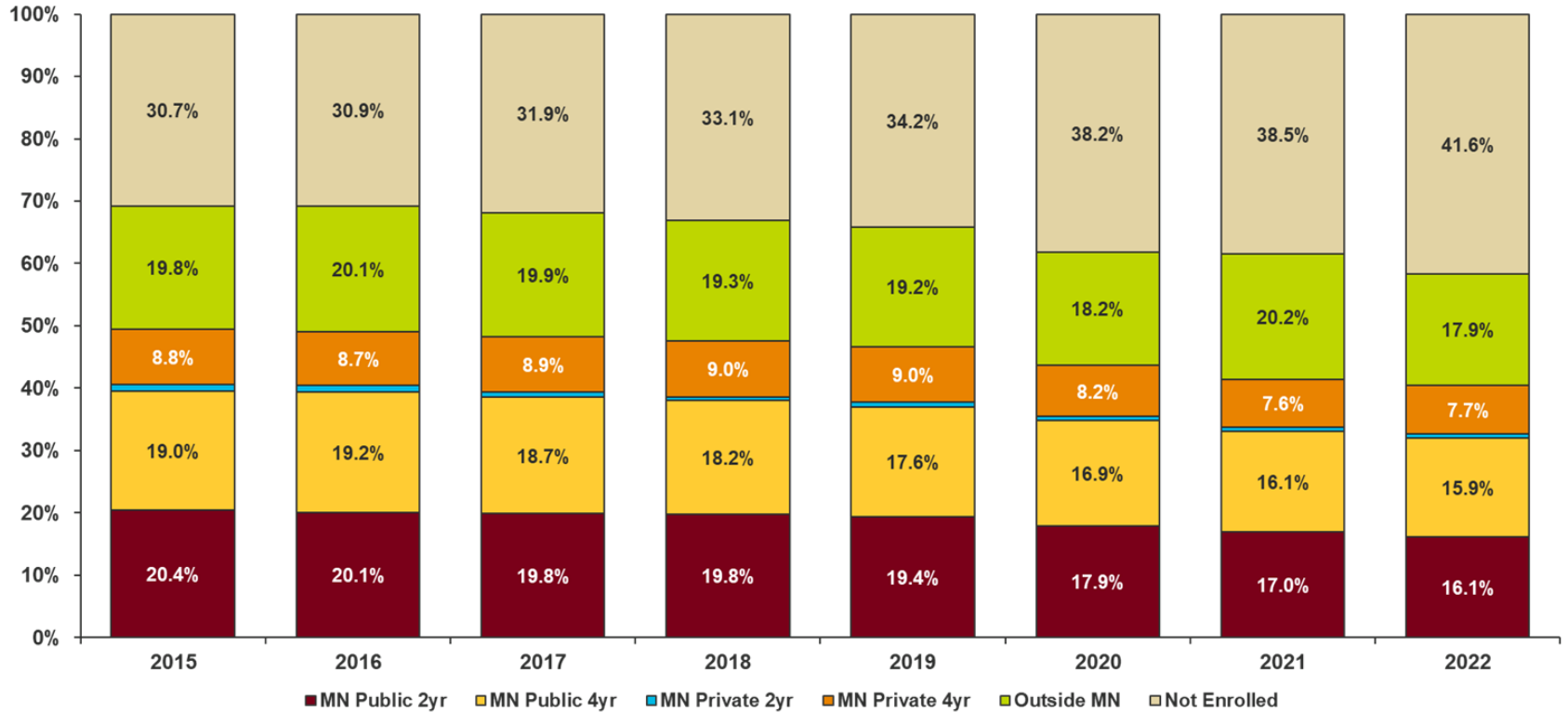


Source: Western Interstate Commission for Higher Education, *Knocking on the College Door* 2020

# Percentage of Minnesota Public High School Graduates of Color by Race/Ethnicity



# Higher Education Enrollment of Minnesota High School Graduates by Sector



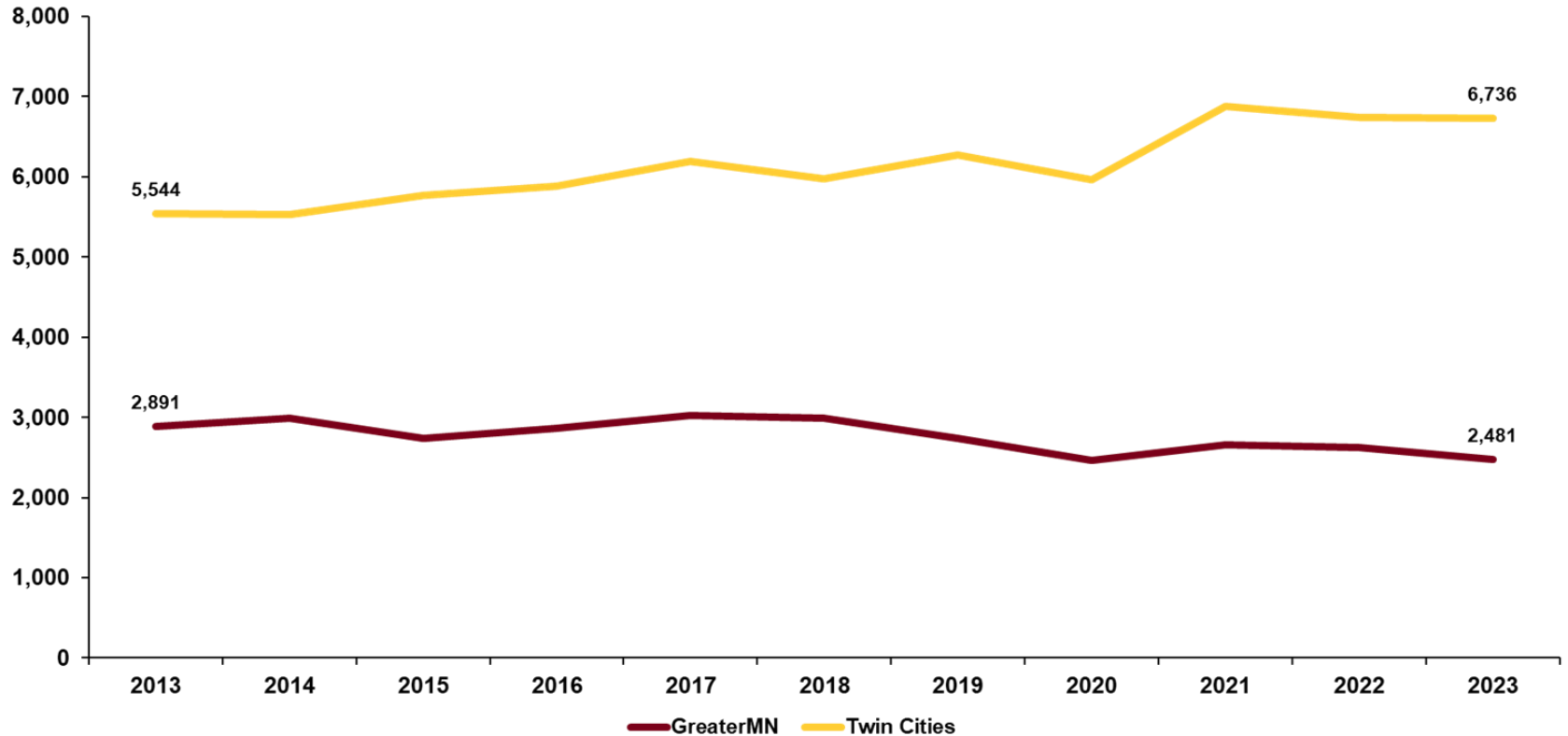
Source: Minnesota State Longitudinal Education Data System (SLEDS), Enrollment Fall Immediately After High School

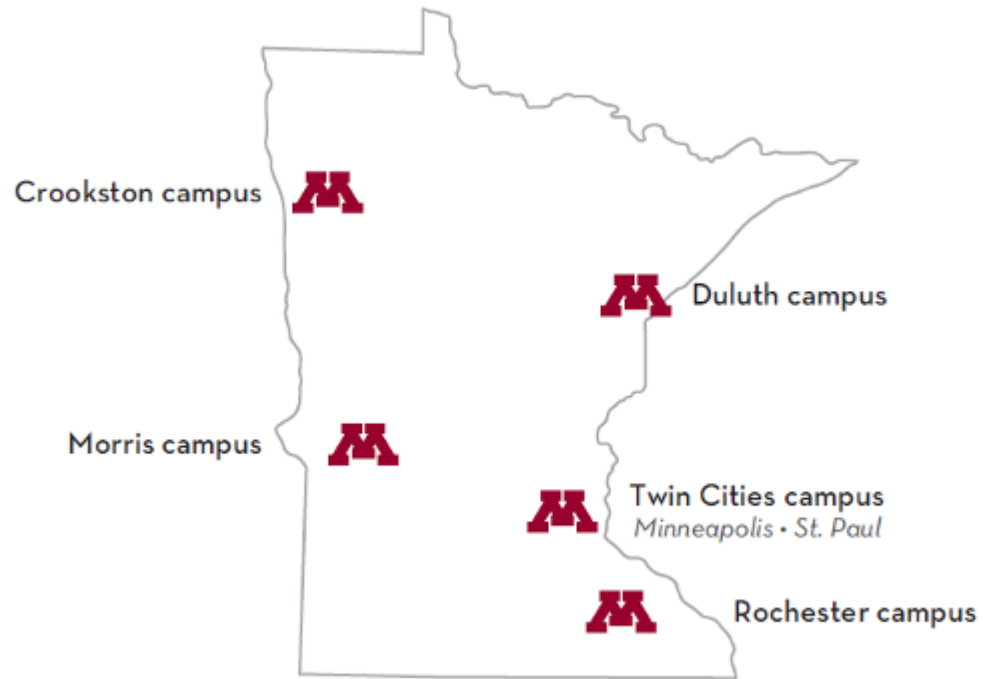




UNIVERSITY OF MINNESOTA

# University of Minnesota New Freshman (NHS) Headcount Enrollments: Twin Cities and Greater MN Campuses







# *Setting the Stage* **CROOKSTON**



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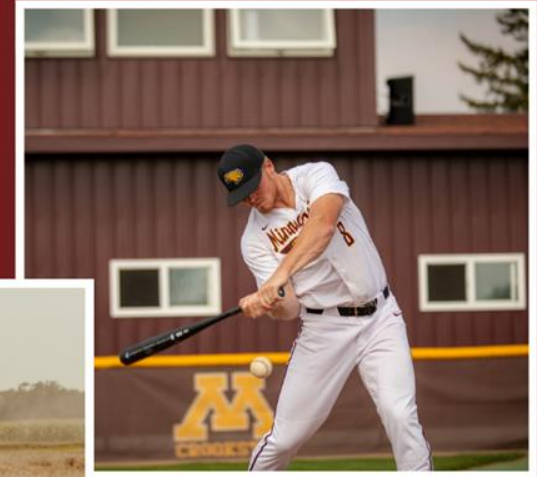


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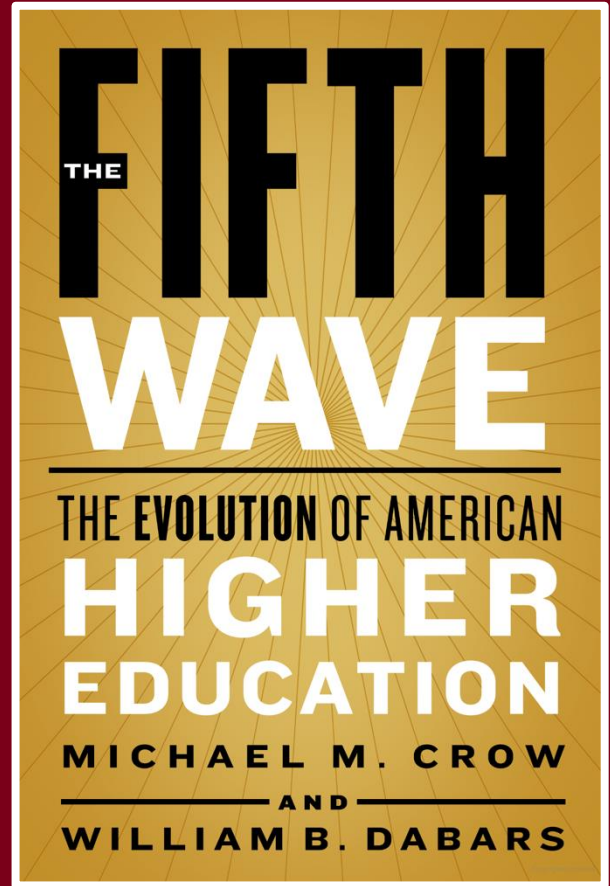


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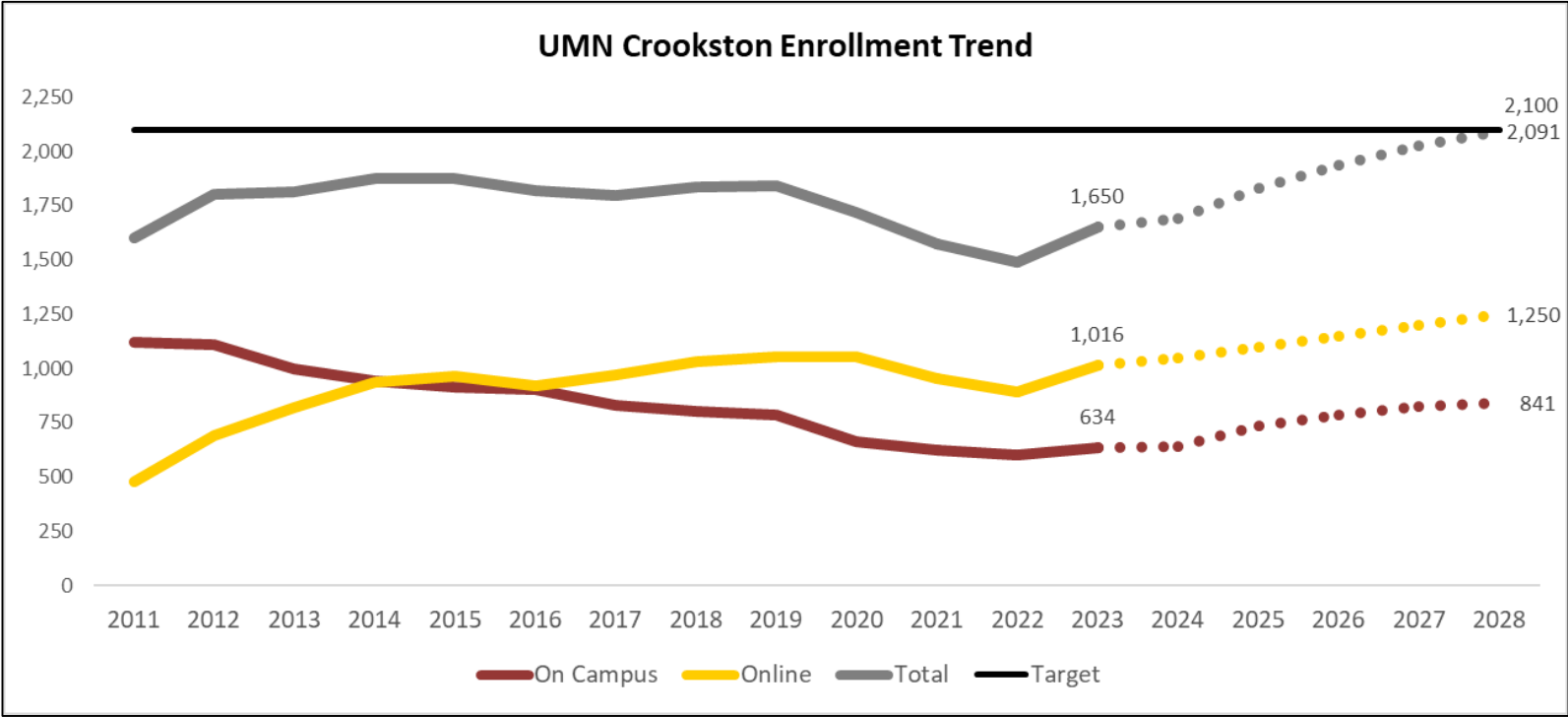


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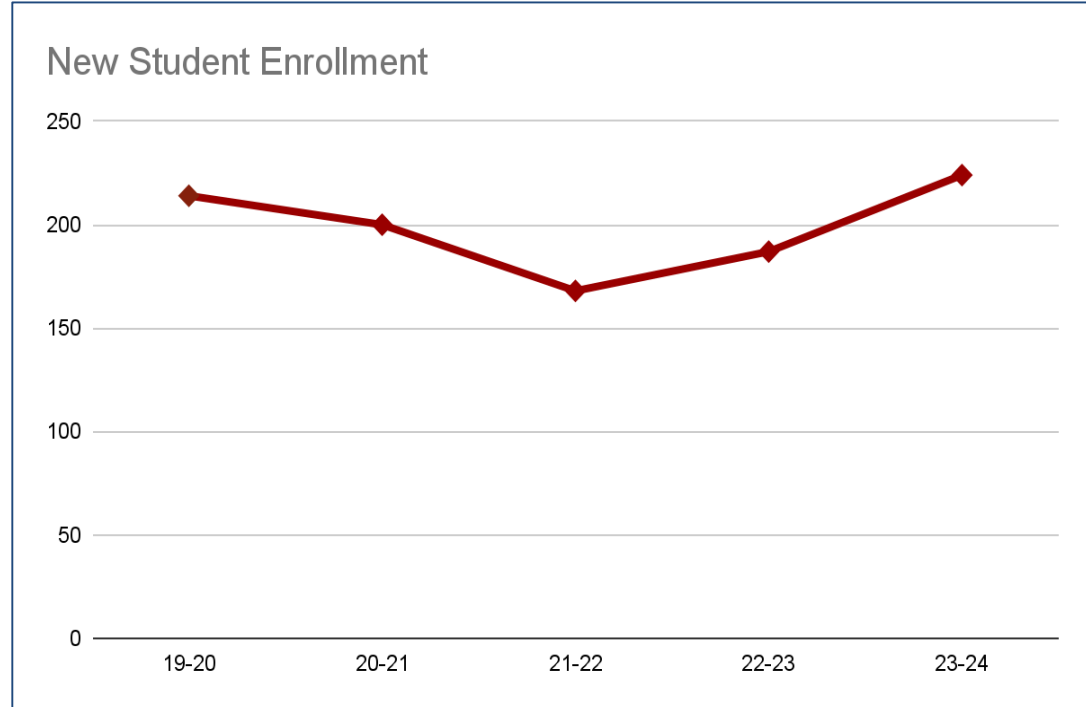
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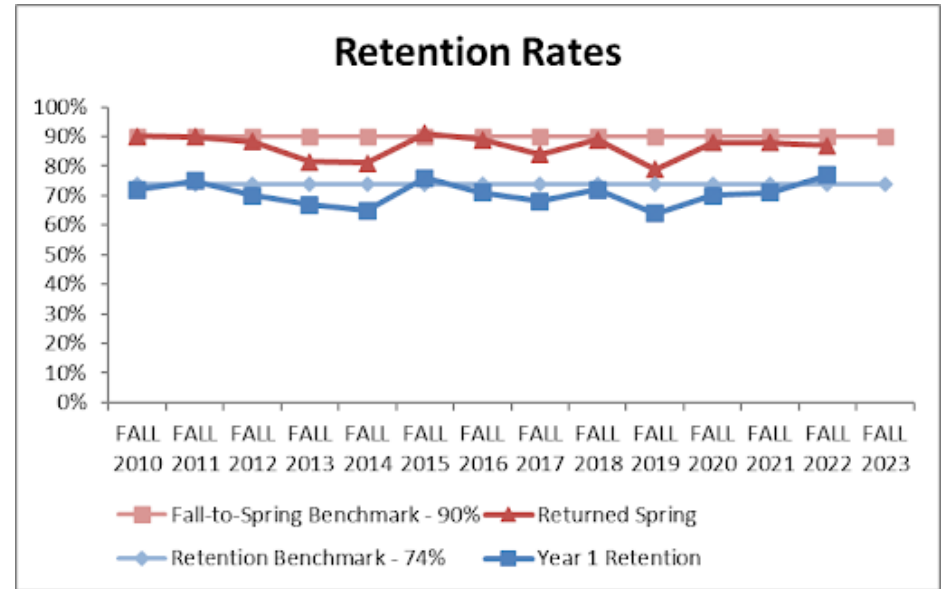
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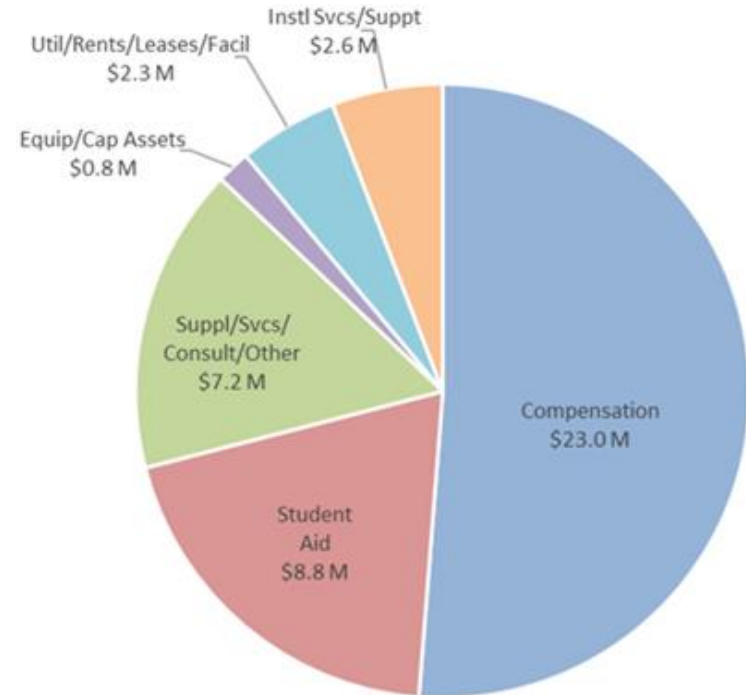
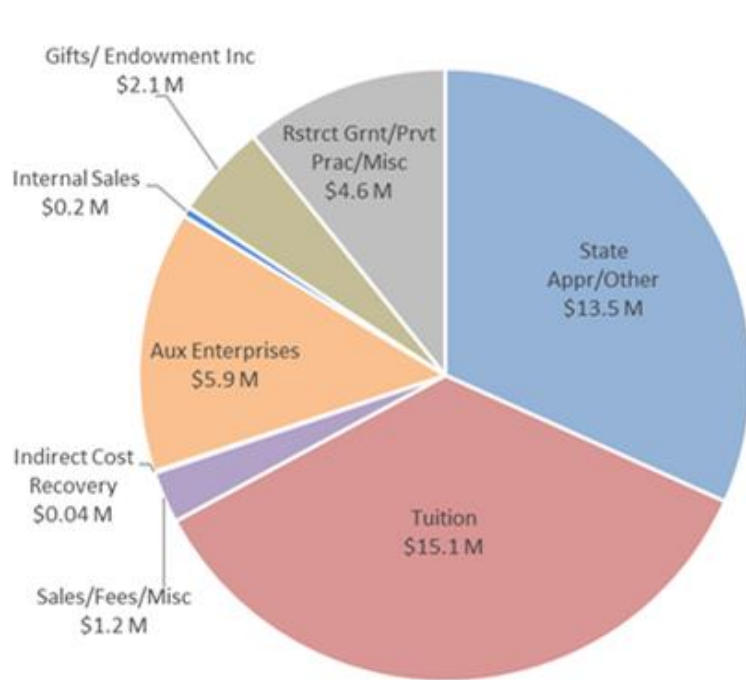


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- Enrollment and finances – linked
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  - CREST
- Use of PSEO, CIHS





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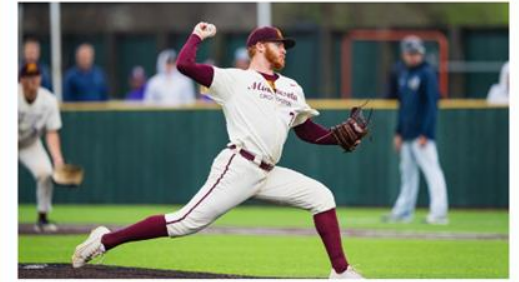


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  - Veterans Programs
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# Crookston - Key Decisions

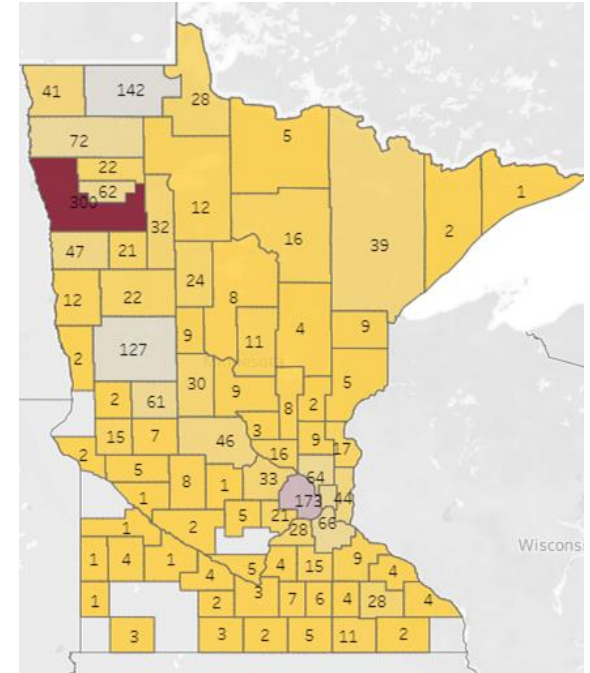
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  - Systems Approach
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  - Broadcast the University of Minnesota Crookston brand beyond NW Minnesota



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  - **Audience Segmentation**
    - Demographic targets
    - Geographic targets
    - Niche interests
  - **Tailored Content**



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  - Online demands
  - Informed by employers who need talent
  
- **Building upon our robust magnets/treasures**
  - Equine Science and Management
  - Horticulture/Small farming
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- Cutting edge pedagogy for online education
  - Cluster hires (8-10 faculty members)
- Immersive Technologies
  - Virtual reality



# *Thriving* via System Thinking

- Value added to system
- 2 plus 2 already—more planned
- Aiding in time to degree
- Nimble, pilot





## *Thriving* via Athletics

- E-sports Program
- Track and Field



# Crookston Conclusion

- Educating underserved student populations
- Land Grant Mission





# Conclusion

- We hit some bumps.
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- ***WE DELIVER.***





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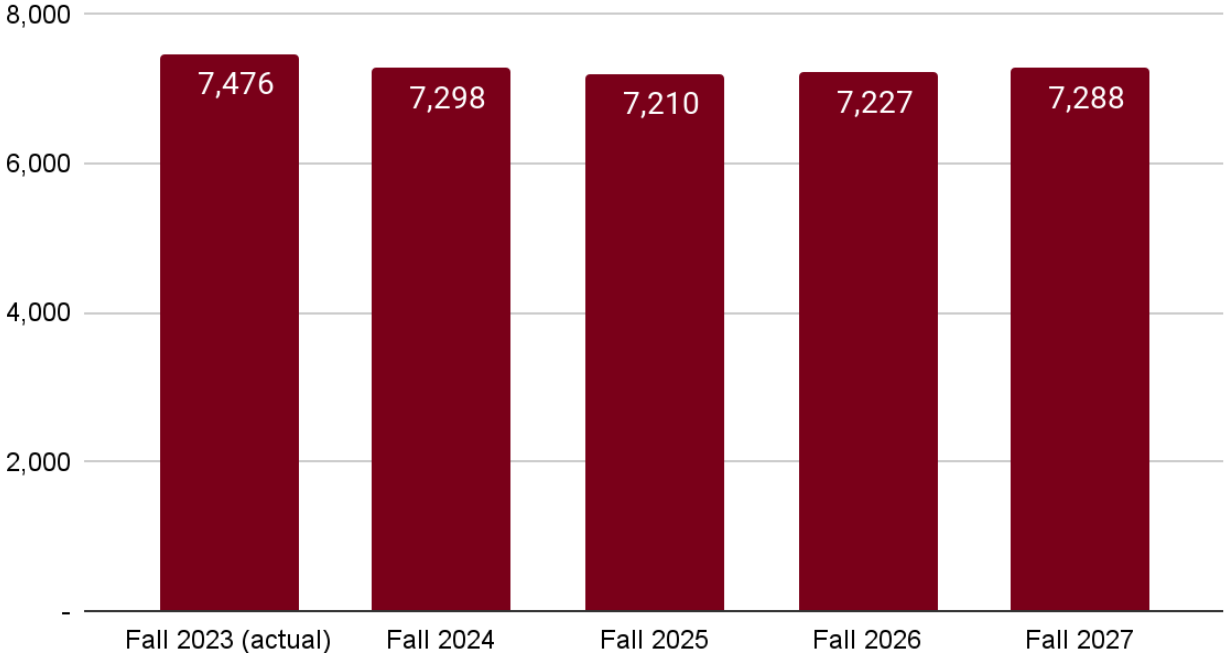
Crookston Duluth Morris Rochester Twin Cities



# UMD – Enrollment Projections

MPACT undergraduate enrollment goal: 9,100

### Undergraduate Degree-Seeking Enrollment Projections



# UMD – Enrollment: Scholarships

- In depth analysis of existing scholarship resources
- Changes within current admissions cycle
- 19% more scholarships offered to incoming class (compared to last year)
- Expect to see results in fall 2026 and beyond



# UMD – Financial Sustainability: Academic Program Array Analysis (APAA)

- Fall 2023: All academic programs reviewed
- Jan 2024: Identified undergraduate and graduate programs needing immediate attention
- Opportunity to redesign and/or restructure



# UMD – Financial Sustainability: APAA

## Next Steps

- Centralized faculty resources (tenure/tenure track)
- Increased oversight of supplemental instructional funding (non-regular faculty)
- All academic programs working on action plans for summer and fall review





# UMD – Financial Sustainability: PEAK



- Utilizing PEAK principles for local implementation
- Administrative efficiencies
- Piloting UMD HR centralization of chancellor's unit
- Proposed centralized grant accounting to support research activity

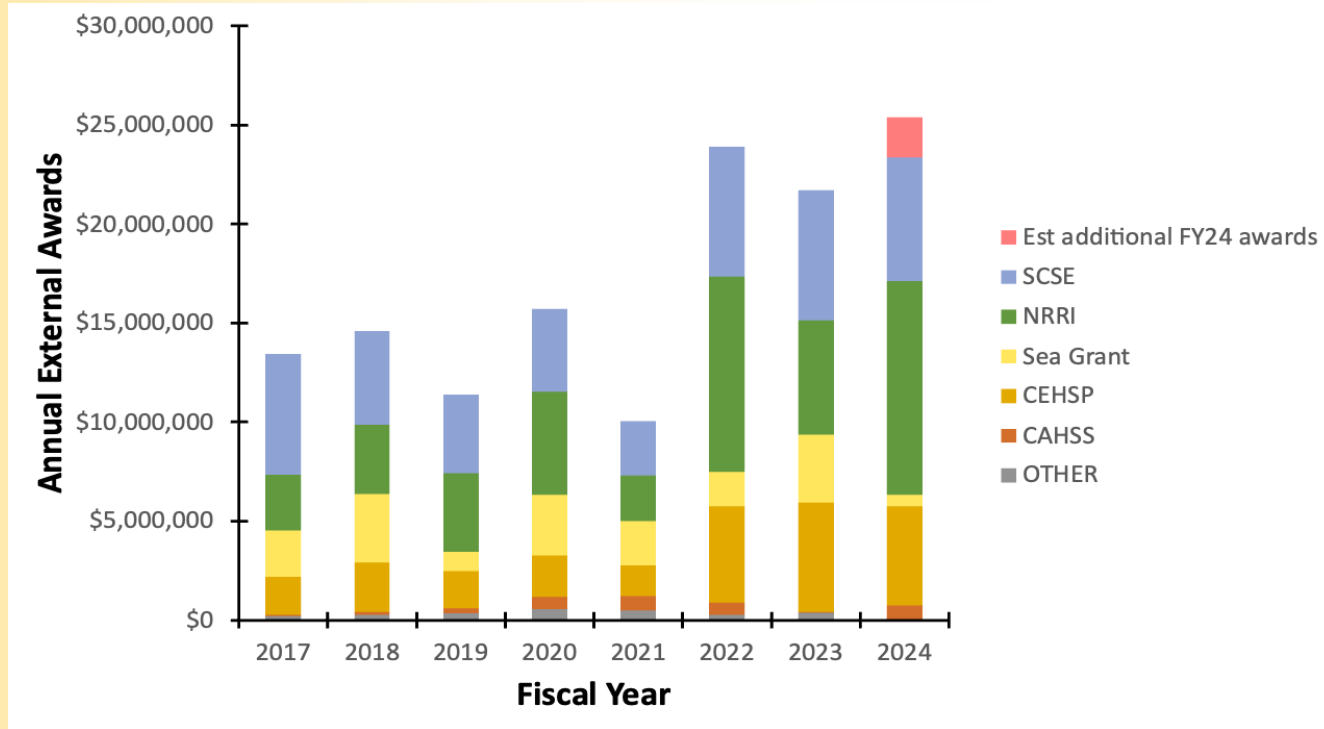
# UMD – Key Decisions: Brand

- Thorough process: stakeholder interviews, focus groups, creative and logo testing
- Single-minded idea: Where courageous exploration yields lasting results
- Leverage our place in the U of M
- Launch fall 2024



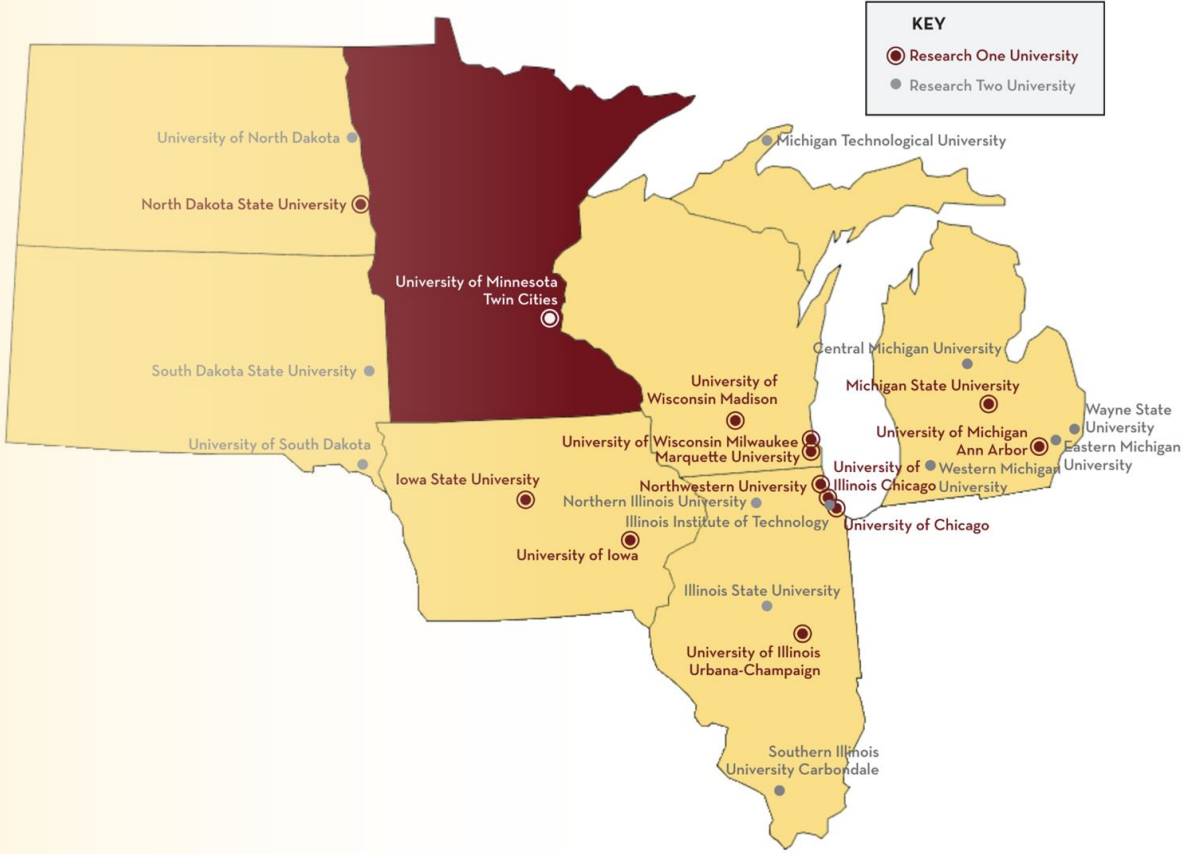
# UMD – Key Decisions: Research

FY24 will set a new record for UMD external funding - over \$25 million



# UMD – Key Decisions: Research

- Own our place as a research institution
- MN is the only Midwest states with a single R1 or R2 university.



# UNIVERSITY OF MINNESOTA MORRIS



UNIVERSITY OF MINNESOTA

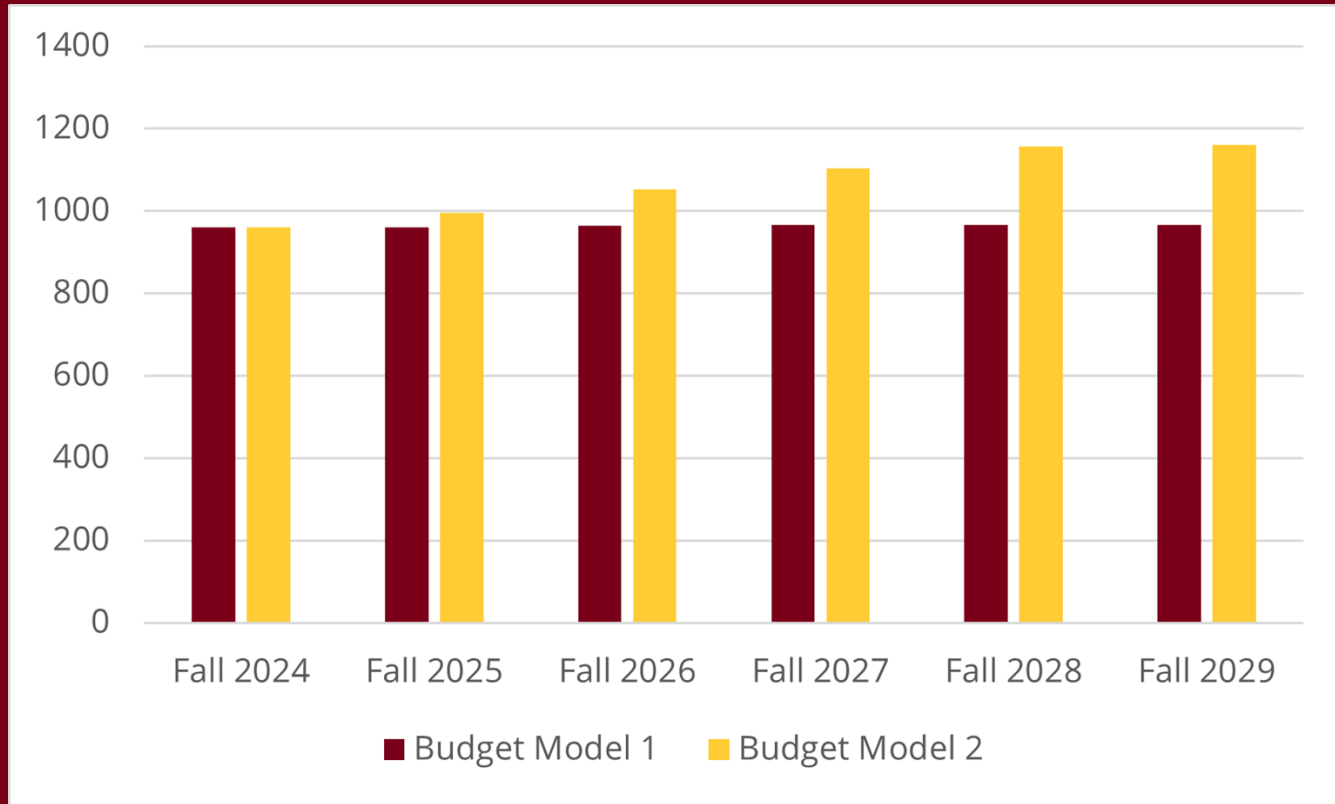
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# UMN Morris—Enrollment Outlook

*MPact 2025 goal: 1,700 students; fall 2023 enrollment: 1020*

*Projected degree-seeking enrollment for modeling budget*



# UMN Morris— Enrollment Strategy

## **PATHWAYS**

Degree in Three option

System graduate and professional school pathways

Transfer pathways

International pathways (new and restored)

## **INTERNAL ALIGNMENTS**

Admissions changes

Increased retention strategies

## **MARKET SHARE**

System and campus:

Brand recognition as a system *and* strong campus marketing





# DEGREE *in* 3



UNIVERSITY OF MINNESOTA MORRIS

## UMN Morris— Enrollment Strategy: Pathways

- Over 14,000 page views on the Degree in Three webpage (2nd most visited campus webpage over the last two months)
- Social media ads have generated over 1.2 million impressions; highest engagement among recent marketing efforts







# UMN Morris— Enrollment Strategy: Pathways

## Transfer pathways & support

- Transfer student deposits up 37% over last year as of April 23, 2024

## Graduate and professional pathways

- Master of Nursing – UMNTC School of Nursing
- Doctor of Pharmacy – UMN College of Pharmacy
- VetFast, Pre-Dental, Pre-Med, other pre-health programs, Pre-Engineering, Pre-Law
- MS Applied Economics 4+1 Integrated Degree Program (IDP) – UMN Morris BA Econ to UMNTC CFANS



# UMN Morris—Enrollment Strategy: Alignments



- Visit and enrollment events enhancements
  - Spring 2024 admitted student day: 81% increase in admitted student participation compared to spring 2023
- Coordinated marketing
  - 55% more traffic to *apply* webpages Jan. - April 2024 over Jan. - April 2023

# UMN Morris—Enrollment Strategy: Alignments

Student Engagement in High Impact Practices (HIPs)	Morris Seniors	COPLAC	NSSE All	Bac LA & SCI
Completed a culminating senior experience (capstone)	95%	72%*	69%*	85%
Participated in co-curricular activities in senior year	79%	59%*	55%*	85%
Had an internship/field experience/student teaching	71%	71%	72%	78%
Worked on campus in a paid position in senior year	65%	29%*	26%*	54%
Held a formal leadership position in a student group	60%	46%*	41%*	67%
Worked on a research project with a faculty member	54%	37%*	34%*	53%
Studied abroad	22%	12%*	17%*	30%



96% of graduates completed 2+ HIPs including their capstone



87% of graduates completed 2+ HIPs not including their capstone

Student engagement rates, Morris campus and comparison group institutions, National Survey of Student Engagement, spring 2023

# Market Positioning **INITIATIVE**



The Leader in Preparing  
Students for Life Launch. **Early.**

UMN Morris is committed to  
preparing students for careers  
and life launch—in 3 years.

Experiential  
Learning



Transformative  
Student Engagement



Sustainability



UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>



# UMN Morris— Financial Sustainability

- Investing to increase persistence to Morris degree (internal alignments, pathways)
- Adjusting program offerings (athletics: tennis → swimming; management major → business & management)
- Leveraging private funding (endowed professorships/chairs; Bentson Scholarships)
- Continuing reductions, including instructional FTE to reach more sustainable student: faculty ratio





# AN INVESTMENT THAT COUNTS

## UMN Morris—Key Decisions: Increasing Recognition as the Nation's Sustainable Public Honors College

- Pathways, alignments, marketing - priorities, resources
- Leveraging new leadership in key positions
- Amplifying and strategically investing in key points of distinction:  
Transformative STUDENT ENGAGEMENT. RURAL. SUSTAINABILITY.







# UNIVERSITY OF MINNESOTA ROCHESTER



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Crookston Duluth Morris Rochester Twin Cities

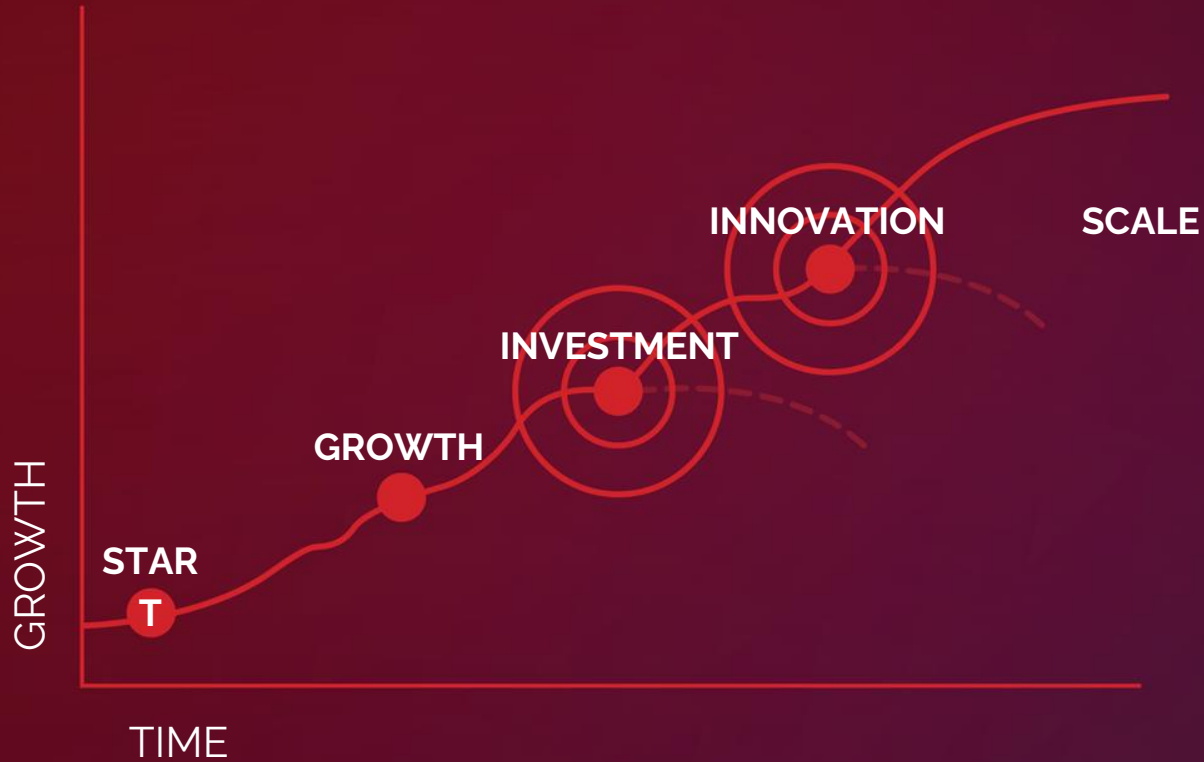


# INFLECTION POINT

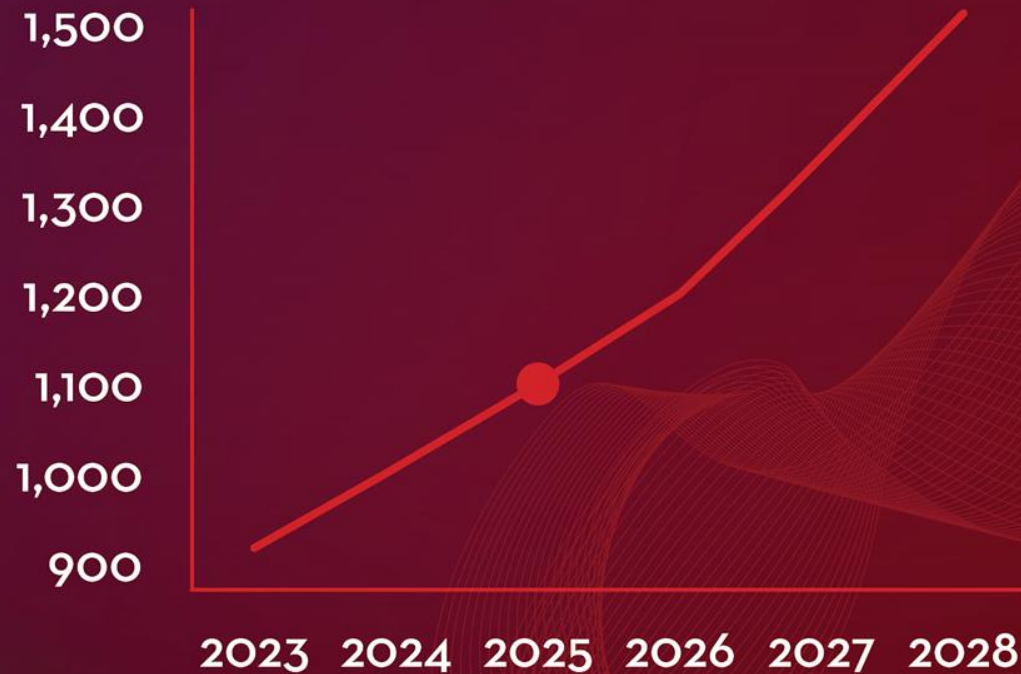
*VISION: The University of Minnesota Rochester will inspire transformation in higher education through innovations that empower our graduates to solve the grand health challenges of the 21st century.*



# The University's Start-Up Campus



# UMN Students Served on the Rochester campus - Projections through 2028





# Financial Sustainability: Beyond Enrollment

- Corporate investment
- Innovation support
- Service provision
- Facilities funding

# INVESTMENT

---

*Securing investment for the University of Minnesota's start-up,  
health sciences campus in Rochester to expand:*



**personnel**



**facilities**



**recruitment  
marketing**





# UNPRECEDENTED OPPORTUNITY



# UMR's Context of Opportunity

## Economic Development & Redevelopment

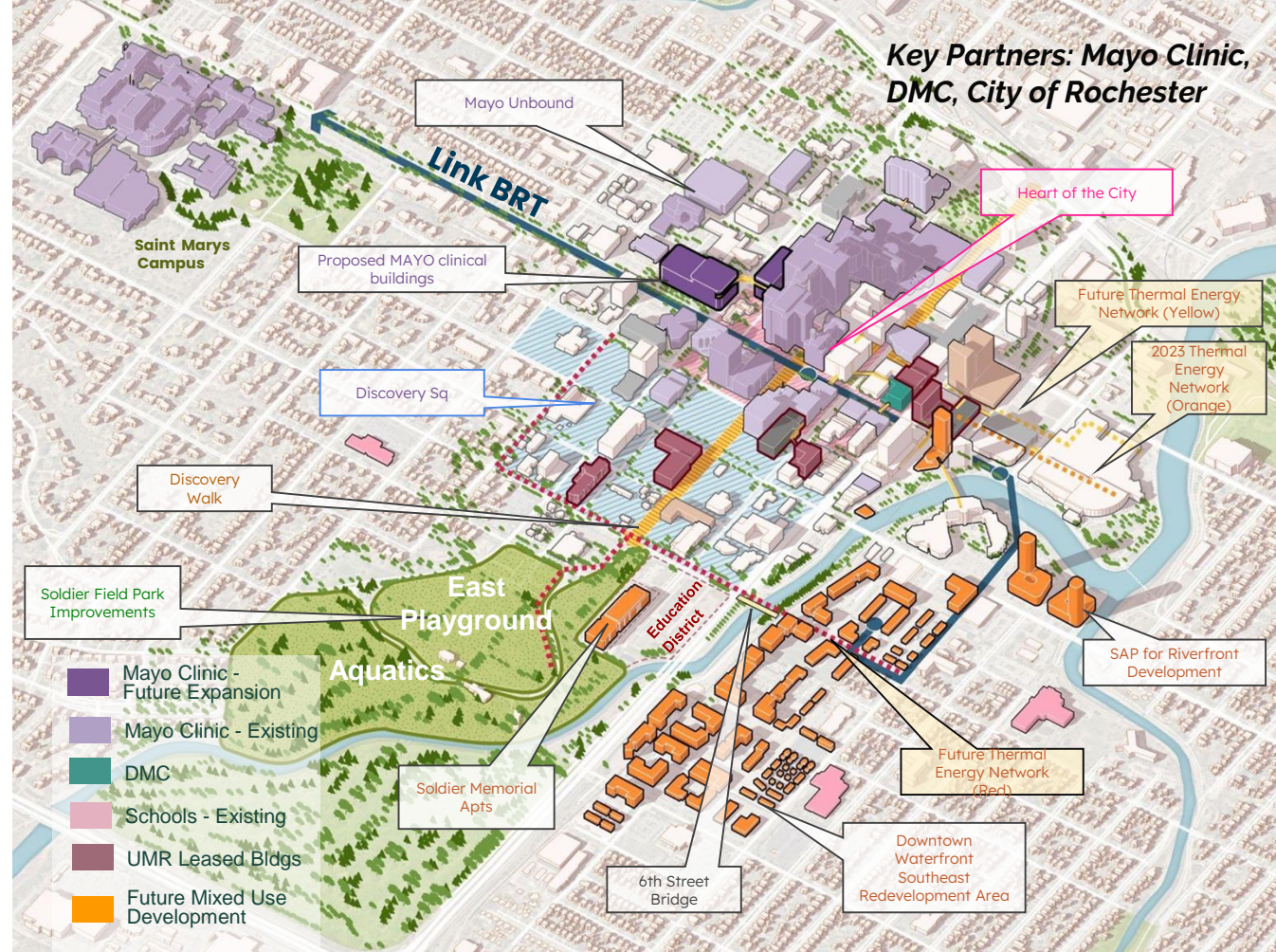
- DMC development: public infrastructure & capacity-building
- "Smart" med-tech expansion in Discovery Square
- Mayo Unbound \$5B construction 2024-2030
- Downtown Waterfront SE redevelopment area
- Regional Sports & Recreation Complex, site TBD early 2024

## Mobility

- Discovery Walk completed
- Link BRT implementation
- 6th Street bridge

## Sustainability Commitments

- City, DMC, other key players' climate action goals
- Municipal Thermal Energy Network (TEN) project



# LEARNING INNOVATION - UNBOUND

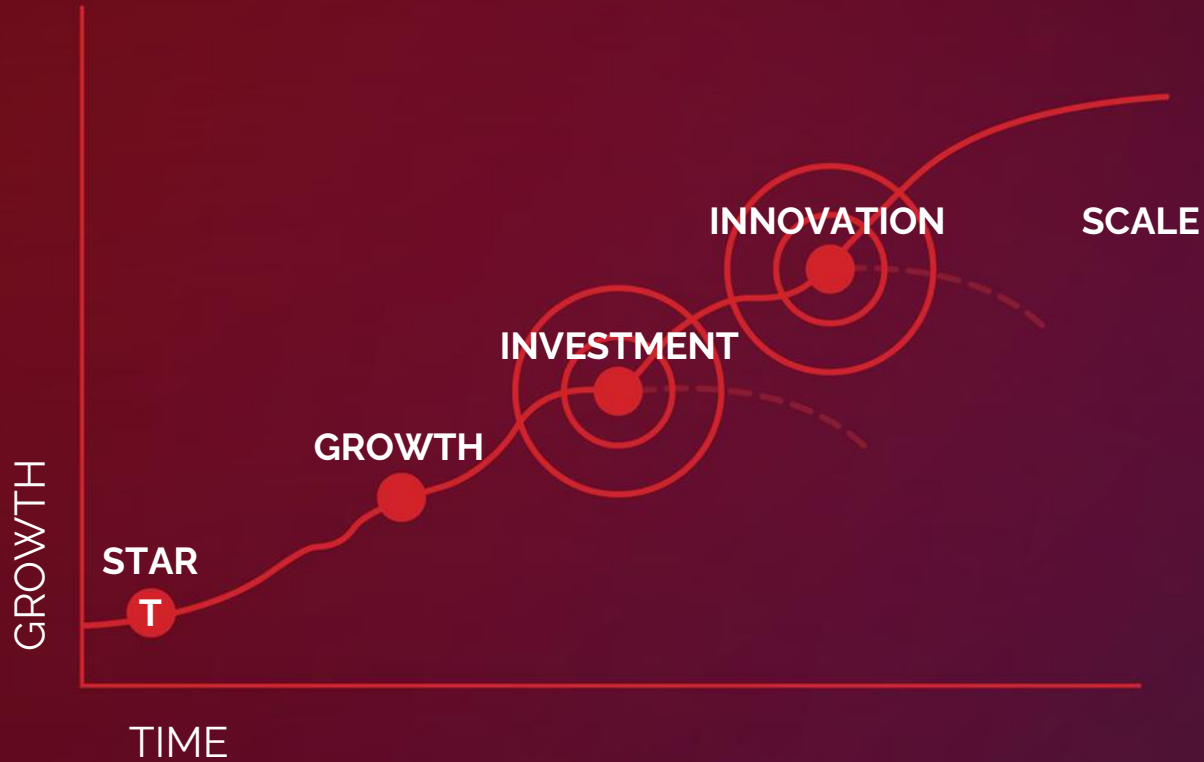
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*Innovating educational practice and programs to prepare learners for the rapidly evolving future of digital health care.*





# The University's Start-Up Campus



# Conclusion & Discussion





UNIVERSITY OF MINNESOTA

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



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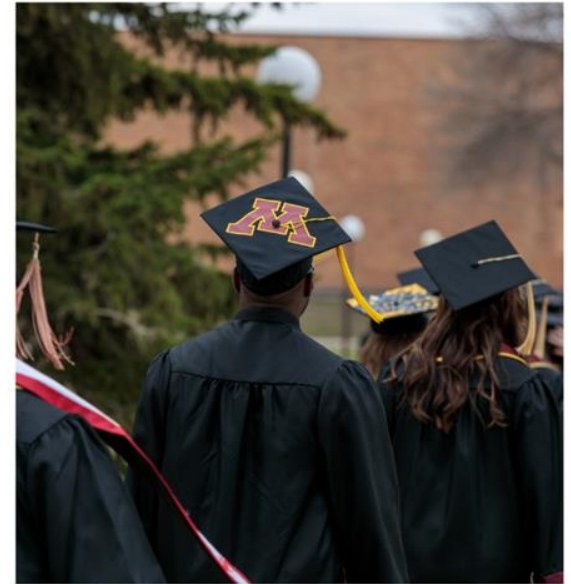
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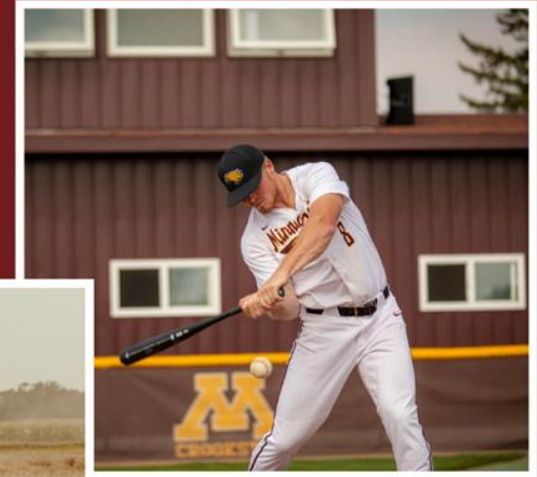
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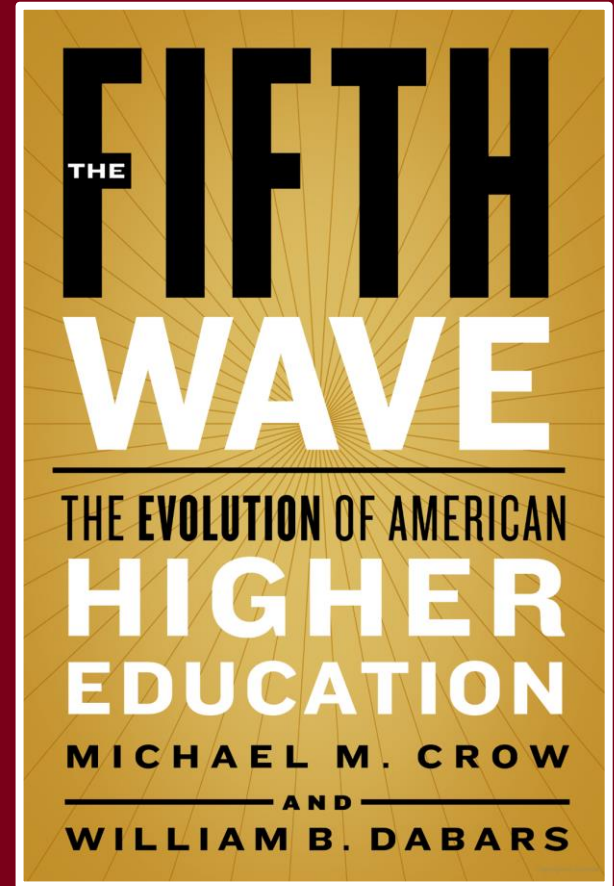
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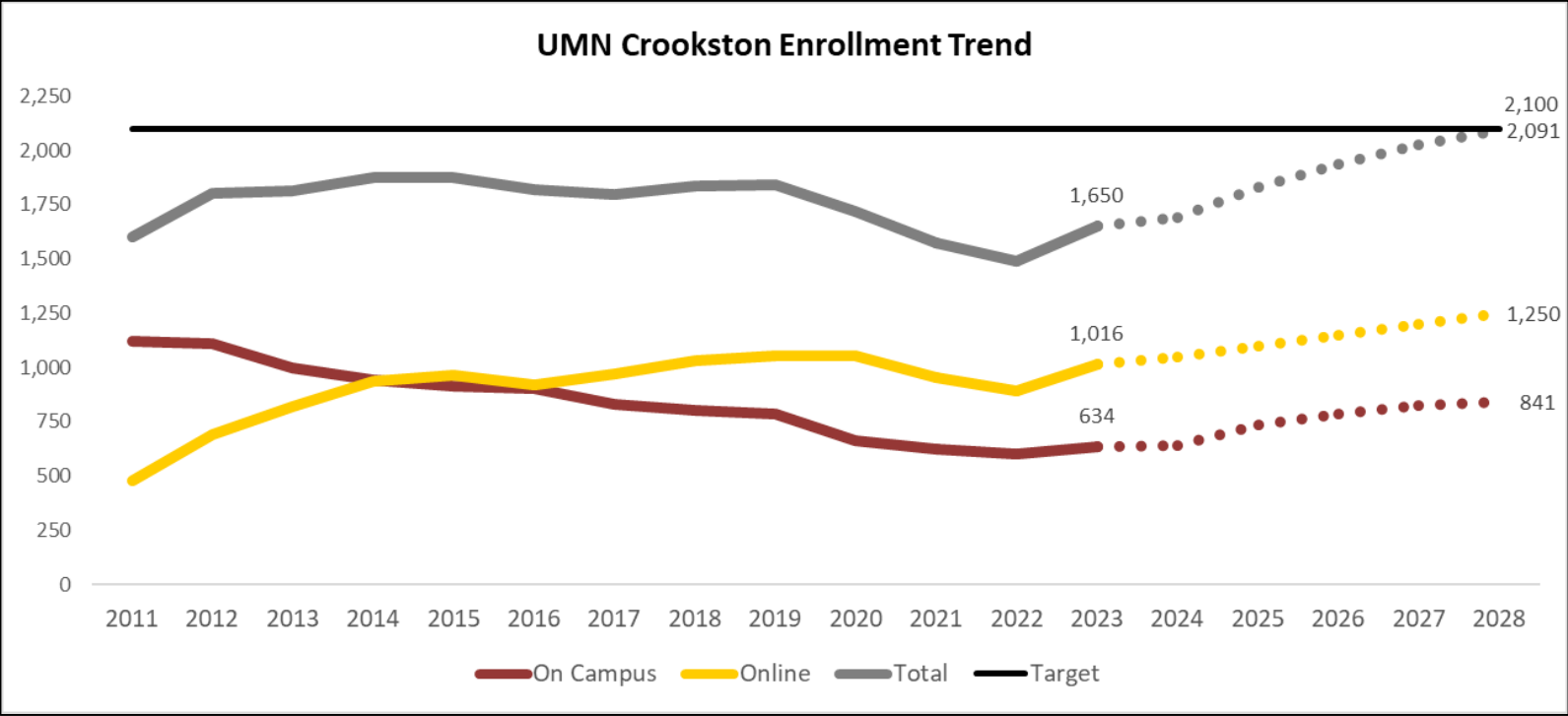


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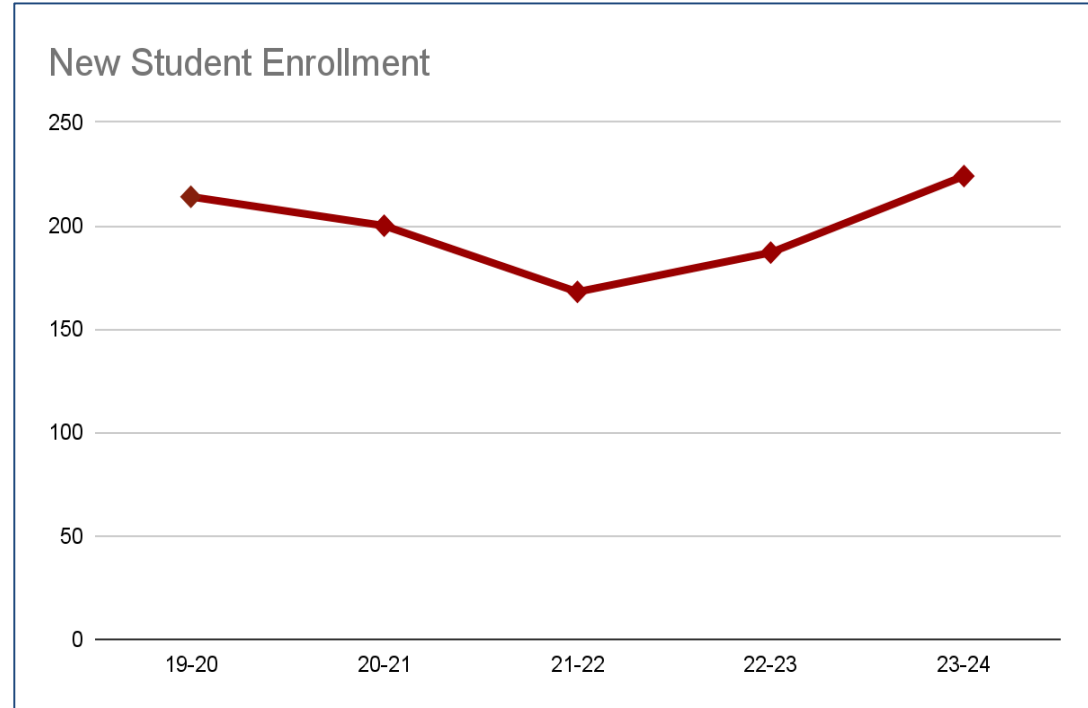




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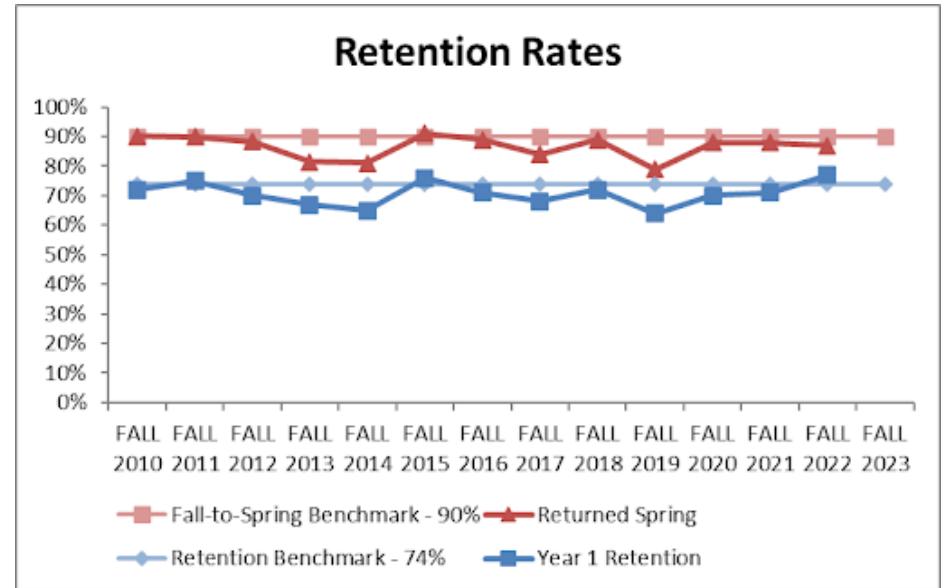
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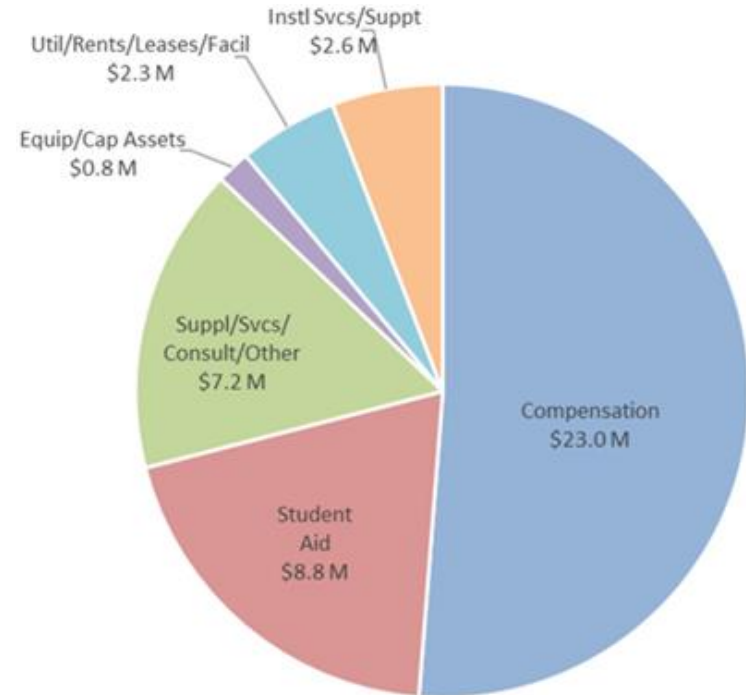
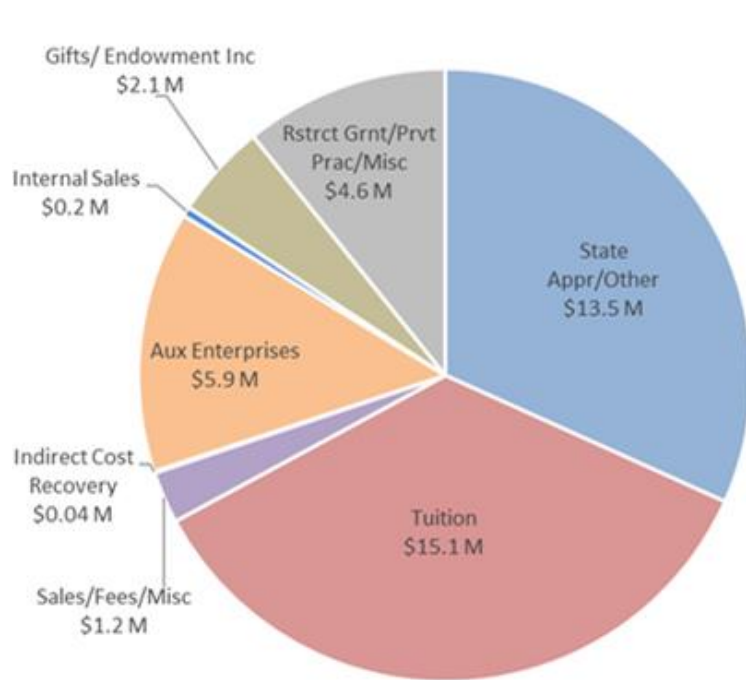


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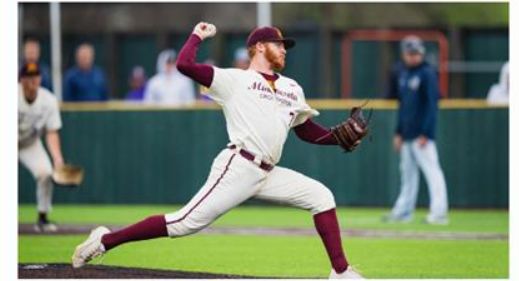


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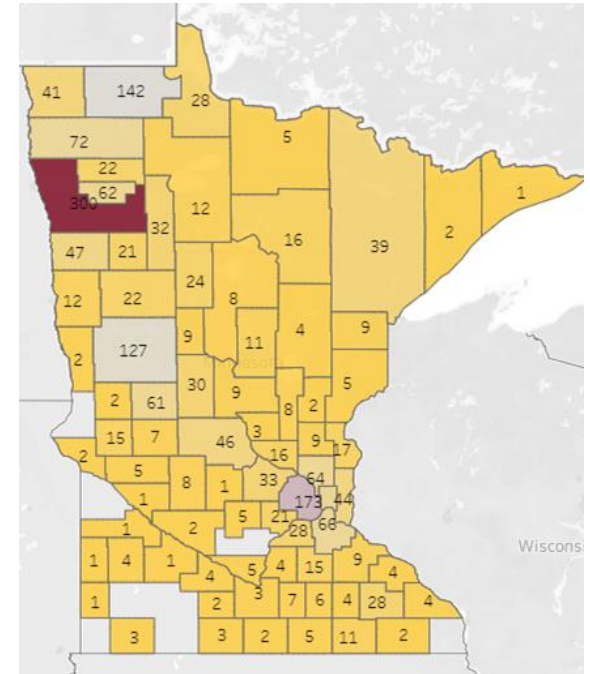
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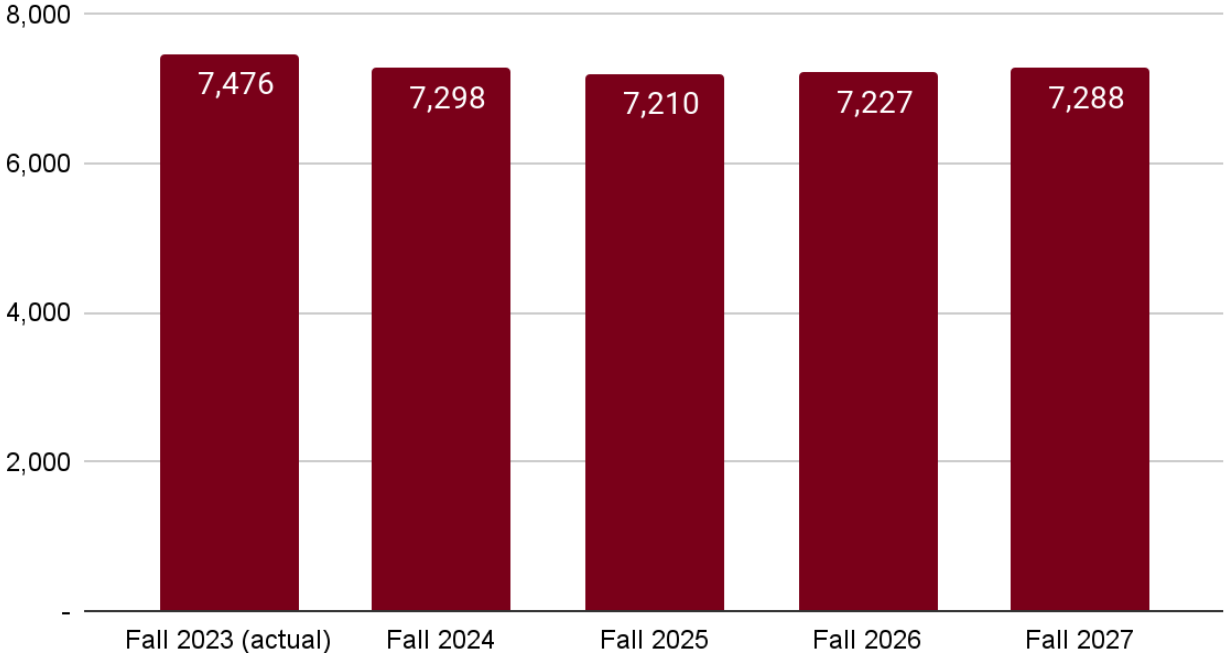
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Crookston Duluth Morris Rochester Twin Cities

# UMD – Enrollment Projections

MPACT undergraduate enrollment goal: 9,100

### Undergraduate Degree-Seeking Enrollment Projections



# UMD – Enrollment: Scholarships

- In depth analysis of existing scholarship resources
- Changes within current admissions cycle
- 19% more scholarships offered to incoming class (compared to last year)
- Expect to see results in fall 2026 and beyond





# UMD – Financial Sustainability: Academic Program Array Analysis (APAA)

- Fall 2024: All academic programs reviewed
- Jan 2024: Identified undergraduate and graduate programs needing immediate attention
- Opportunity to redesign and/or restructure



# UMD – Financial Sustainability: APAA

## Next Steps

- Centralized faculty resources (tenure/tenure track)
- Increased oversight of supplemental instructional funding (non-regular faculty)
- All academic programs working on action plans for summer and fall review





# UMD – Financial Sustainability: PEAK



- Utilizing PEAK principles for local implementation
- Administrative efficiencies
- Piloting UMD HR centralization of chancellor's unit
- Proposed centralized grant accounting to support research activity

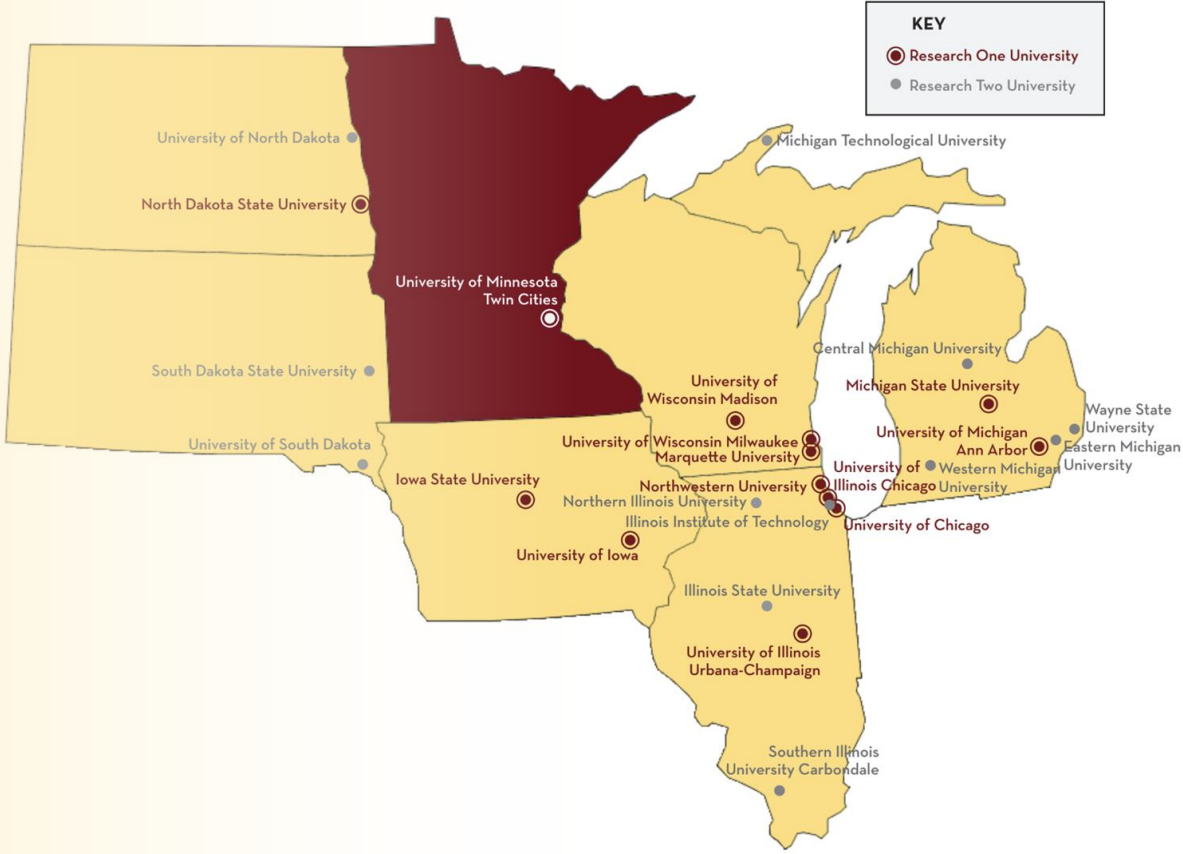
# UMD – Key Decisions: Brand

- Thorough process: stakeholder interviews, focus groups, creative and logo testing
- Single-minded idea: Where courageous exploration yields lasting results
- Leverage our place in the U of M
- Launch fall 2024



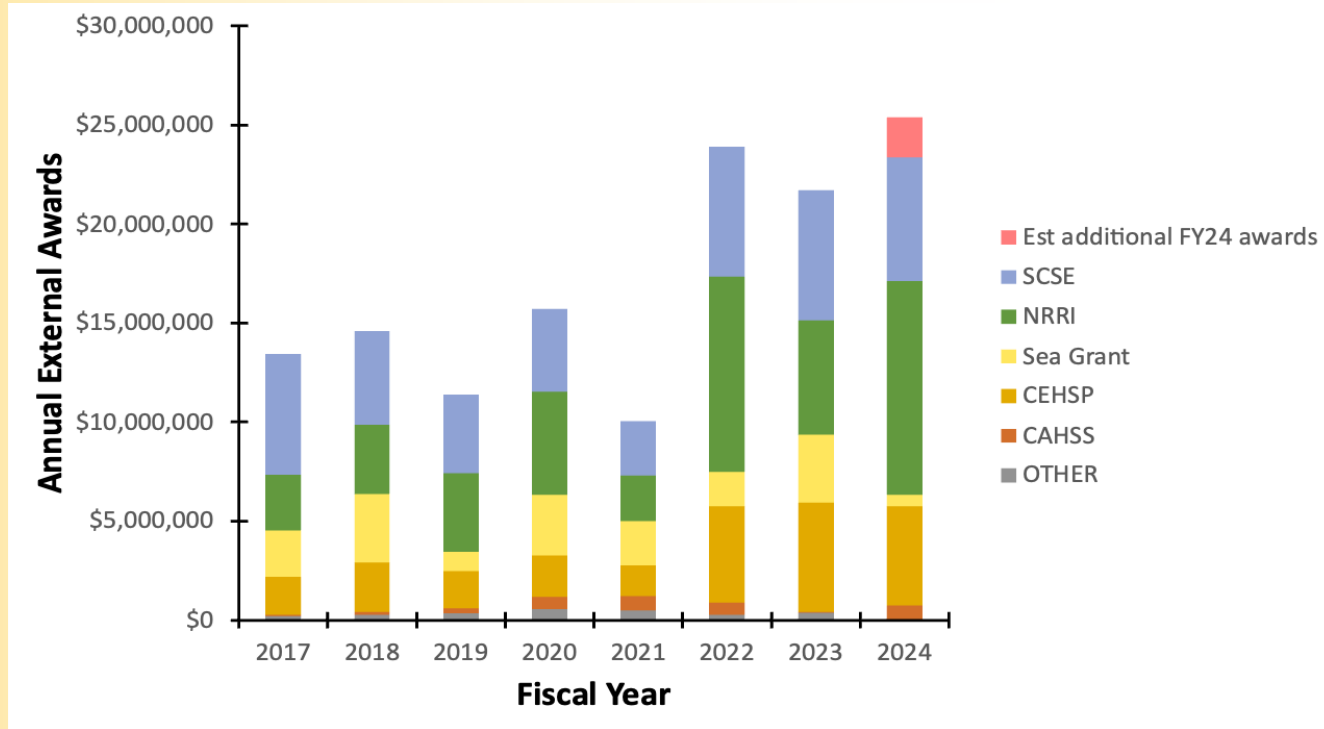
# UMD – Key Decisions: Research

- Own our place as a research institution
- MN is the only Midwest states with a single R1 or R2 university.



# UMD – Key Decisions: Research

FY24 will set a new record for UMD external funding - over \$25 million



# UNIVERSITY OF MINNESOTA MORRIS



UNIVERSITY OF MINNESOTA

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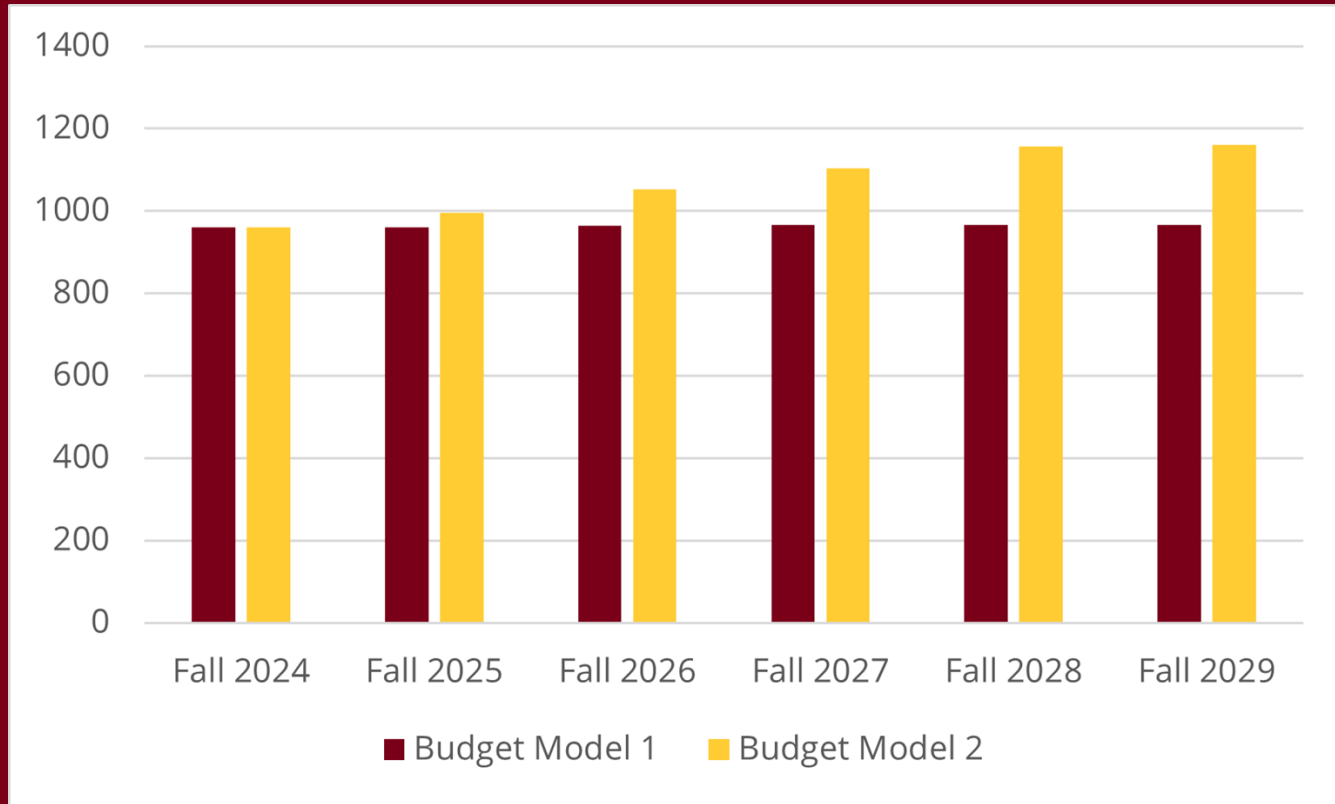
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# UMN Morris—Enrollment Outlook

*MPact 2025 goal: 1,700 students; fall 2023 enrollment: 1020*

*Projected degree-seeking enrollment for modeling budget*



# UMN Morris— Enrollment Strategy

## **PATHWAYS**

Degree in Three option

System graduate and professional school pathways

Transfer pathways

International pathways (new and restored)

## **INTERNAL ALIGNMENTS**

Admissions changes

Increased retention strategies

## **MARKET SHARE**

System and campus:

Brand recognition as a system *and* strong campus marketing



# DEGREE *in* 3



UNIVERSITY OF MINNESOTA MORRIS

## UMN Morris— Enrollment Strategy: Pathways

- Over 14,000 page views on the Degree in Three webpage (2nd most visited campus webpage over the last two months)
- Social media ads have generated over 1.2 million impressions; highest engagement among recent marketing efforts







# UMN Morris— Enrollment Strategy: Pathways

## Transfer pathways & support

- Transfer student deposits up 37% over last year as of April 23, 2024

## Graduate and professional pathways

- Master of Nursing – UMNTC School of Nursing
- Doctor of Pharmacy – UMN College of Pharmacy
- VetFast, Pre-Dental, Pre-Med, other pre-health programs, Pre-Engineering, Pre-Law
- MS Applied Economics 4+1 Integrated Degree Program (IDP) – UMN Morris BA Econ to UMNTC CFANS



# UMN Morris—Enrollment Strategy: Alignments



- Visit and enrollment events enhancements
  - Spring 2024 admitted student day: 81% increase in admitted student participation compared to spring 2023
- Coordinated marketing
  - 55% more traffic to *apply* webpages Jan. - April 2024 over Jan. - April 2023



# UMN Morris—Enrollment Strategy: Alignments

Student Engagement in High Impact Practices (HIPs)	Morris Seniors	COPLAC	NSSE All	Bac LA & SCI
Completed a culminating senior experience (capstone)	95%	72%*	69%*	85%
Participated in co-curricular activities in senior year	79%	59%*	55%*	85%
Had an internship/field experience/student teaching	71%	71%	72%	78%
Worked on campus in a paid position in senior year	65%	29%*	26%*	54%
Held a formal leadership position in a student group	60%	46%*	41%*	67%
Worked on a research project with a faculty member	54%	37%*	34%*	53%
Studied abroad	22%	12%*	17%*	30%



96% of graduates completed 2+ HIPs including their capstone



87% of graduates completed 2+ HIPs not including their capstone

Student engagement rates, Morris campus and comparison group institutions, National Survey of Student Engagement, spring 2023

# Market Positioning **INITIATIVE**



The Leader in Preparing  
Students for Life Launch. **Early.**

UMN Morris is committed to  
preparing students for careers  
and life launch—in 3 years.

Experiential  
Learning



Transformative  
Student Engagement



Sustainability



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# UMN Morris— Financial Sustainability

- Investing to increase persistence to Morris degree (internal alignments, pathways)
- Adjusting program offerings (athletics: tennis → swimming; management major → business & management)
- Leveraging private funding (endowed professorships/chairs; Bentson Scholarships)
- Continuing reductions, including instructional FTE to reach more sustainable student: faculty ratio



The background of the slide features three people silhouetted against a bright, hazy sunset sky. The sun is low on the horizon, creating a warm, golden glow. The people are positioned in the foreground, looking out towards the horizon. The overall mood is contemplative and hopeful.

# AN INVESTMENT THAT COUNTS

## UMN Morris—Key Decisions: Increasing Recognition as the Nation's Sustainable Public Honors College

- Pathways, alignments, marketing - priorities, resources
- Leveraging new leadership in key positions
- Amplifying and strategically investing in key points of distinction:  
Transformative STUDENT ENGAGEMENT. RURAL. SUSTAINABILITY.





# UNIVERSITY OF MINNESOTA ROCHESTER



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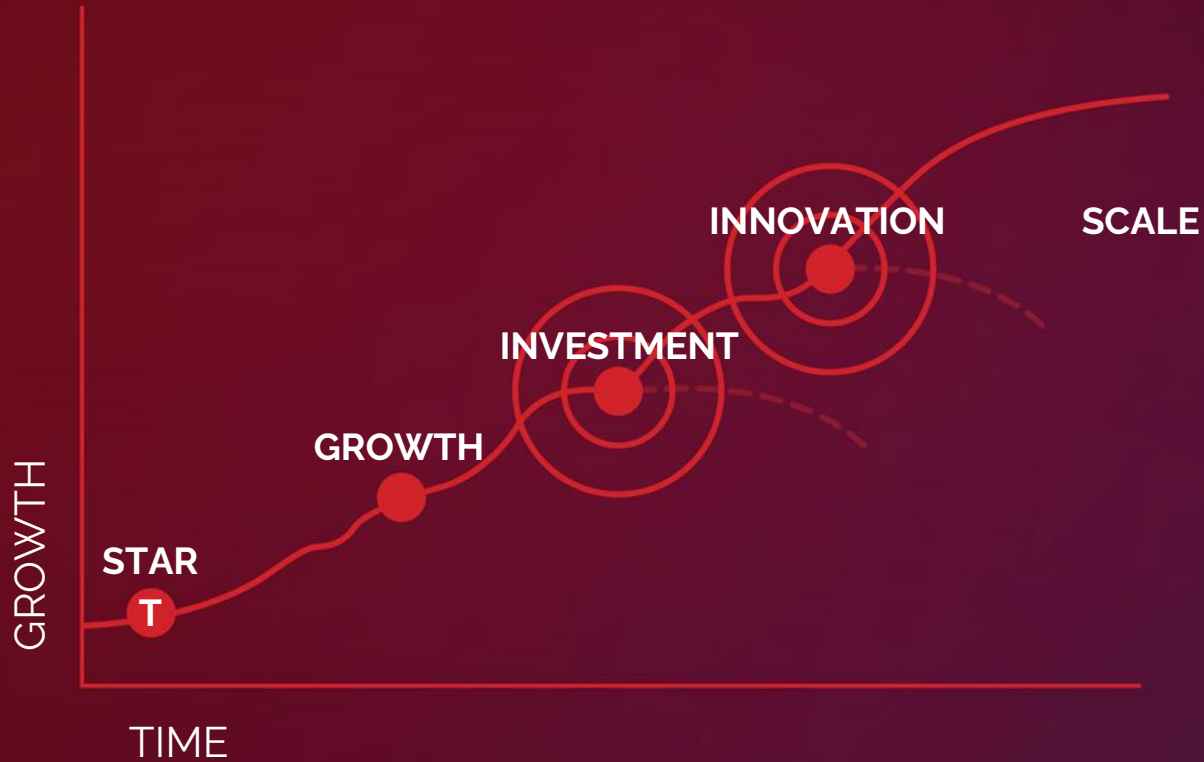


# INFLECTION POINT

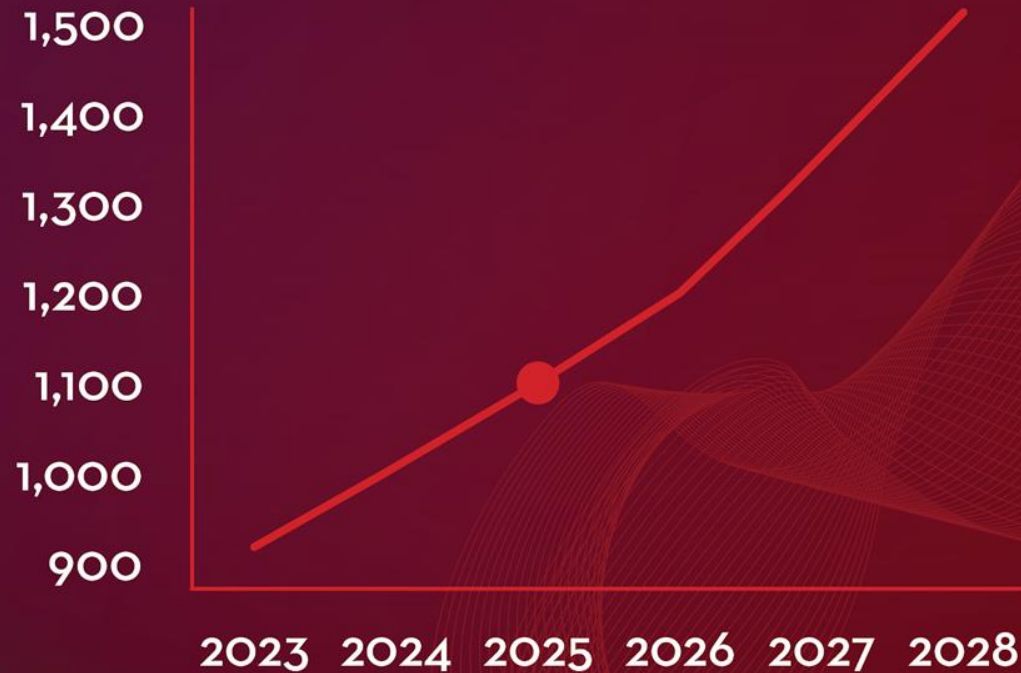
*VISION: The University of Minnesota Rochester will inspire transformation in higher education through innovations that empower our graduates to solve the grand health challenges of the 21st century.*



# The University's Start-Up Campus



# UMN Students Served on the Rochester campus - Projections through 2028



# Financial Sustainability: Beyond Enrollment

- Corporate investment
- Innovation support
- Service provision
- Facilities funding



# INVESTMENT

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*Securing investment for the University of Minnesota's start-up,  
health sciences campus in Rochester to expand:*



**personnel**



**facilities**



**recruitment  
marketing**





# UNPRECEDENTED OPPORTUNITY



# UMR's Context of Opportunity

## Economic Development & Redevelopment

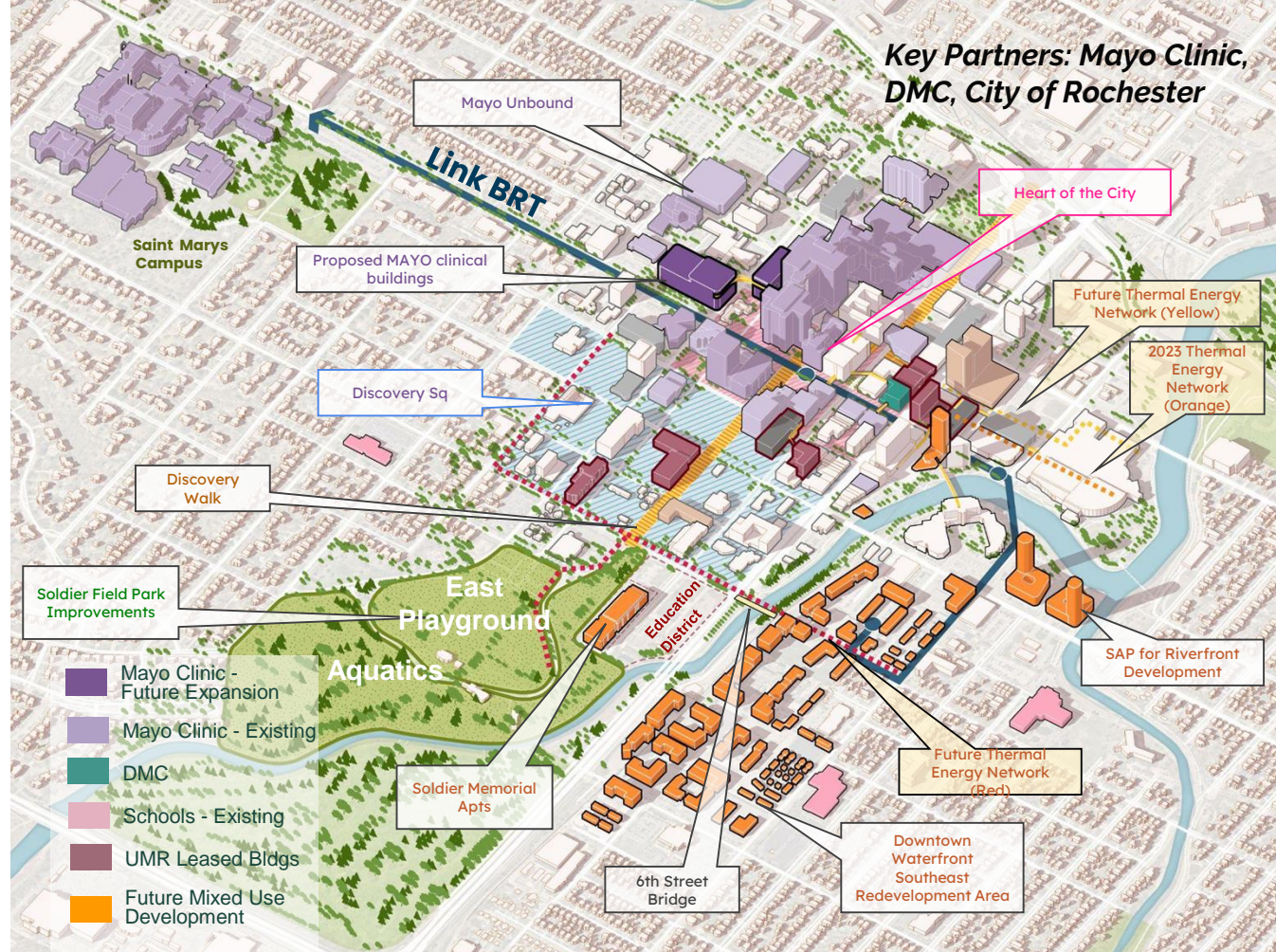
- DMC development: public infrastructure & capacity-building
- "Smart" med-tech expansion in Discovery Square
- Mayo Unbound \$5B construction 2024-2030
- Downtown Waterfront SE redevelopment area
- Regional Sports & Recreation Complex, site TBD early 2024

## Mobility

- Discovery Walk completed
- Link BRT implementation
- 6th Street bridge

## Sustainability Commitments

- City, DMC, other key players' climate action goals
- Municipal Thermal Energy Network (TEN) project



# LEARNING INNOVATION - UNBOUND

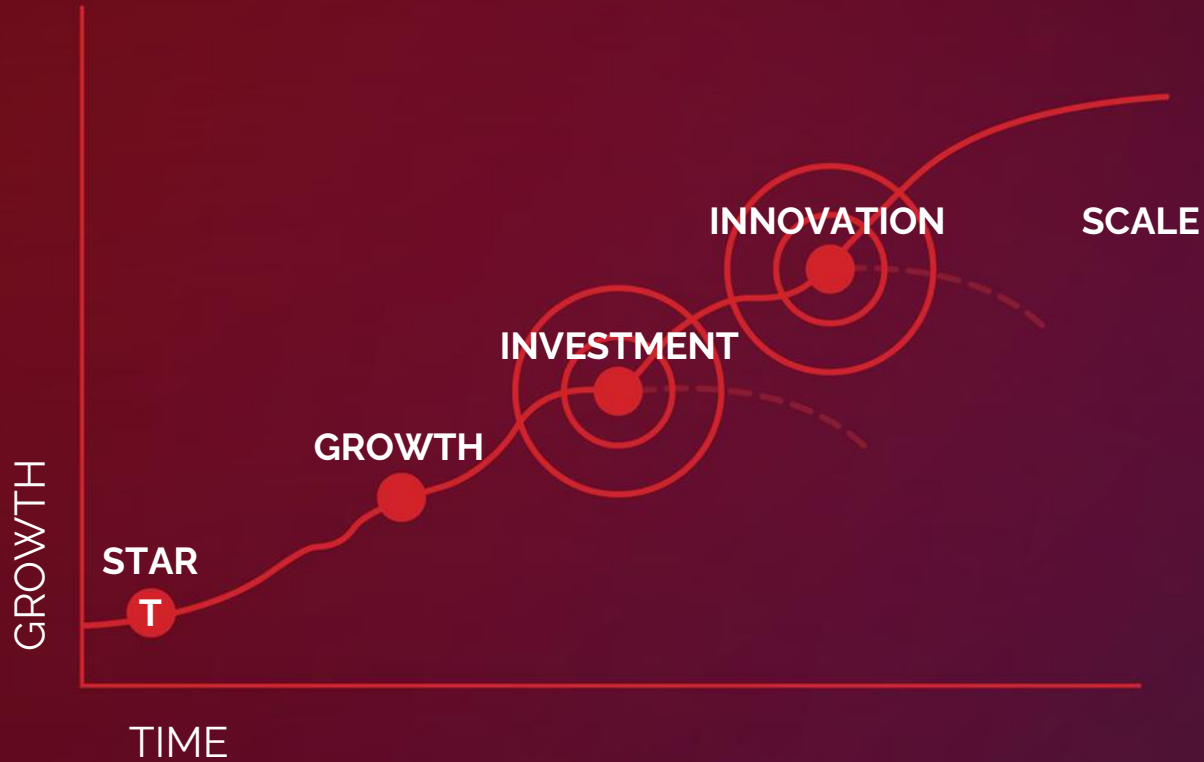
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*Innovating educational practice and programs to prepare learners for the rapidly evolving future of digital health care.*





# The University's Start-Up Campus



# Conclusion & Discussion







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



# BOARD OF REGENTS DOCKET ITEM SUMMARY

**Board of Regents**

**May 10, 2024**

**AGENDA ITEM:** Reports of Committees

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**PRESENTERS:** Regent Janie S. Mayeron

## **PURPOSE & KEY POINTS**

Pursuant to Board of Regents Policy: *Board Operations and Agenda Guidelines*, “The Board conducts business through meetings of the Board and its committees.... [and] Committees provide recommendations for action by the Board. Typically, standing committees have the following responsibilities:

- Recommend action on matters where the Board has reserved authority to itself as outlined in Board of Regents Policy: *Reservation and Delegation of Authority* and other Board policies;
- Provide governance oversight on topics within the committee’s purview;
- Review and make recommendations on relevant new and existing Board policies;
- Receive reports on policy-related issues affecting University departments and units;
- Receive information items (e.g., status reports on current issues of concern and administrative searches); and
- Review other items placed on the agenda by the Board chair in consultation with the president and Board vice chair.”

## **BACKGROUND INFORMATION**

Current standing committee chairs:

- Audit & Compliance Committee – J. Farnsworth
- Finance & Operations Committee – D. Huebsch
- Governance & Policy Committee – K. Verhalen
- Litigation Review Committee – T. Johnson
- Mission Fulfillment Committee – R. Johnson

Current special committee chairs:

- Academic Health – P. Wheeler
- University Relations – B. Thao-Urabe