



Board of Regents

March 2015

March 27, 2015

9:15 a.m. - 12:00 p.m.

Boardroom, McNamara Alumni Center

BOR - MAR 2015

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12. Report of the Committees



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Recognition of McKnight Land-Grant Professors

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: President Eric W. Kaler
Karen Hanson, Senior Vice President for Academic Affairs and Provost

Purpose & Key Points

To recognize the 2015 McKnight Land-Grant Professors:

- Professor Kate Derickson, Geography, Environment, and Society, UMTC
- Professor Rafael Fernandes, Physics and Astronomy, UMTC
- Professor Matthew Johnson, Biomedical Engineering, UMTC
- Professor Dan Knights, Computer Science and Engineering, UMTC
- Professor Will Northrop, Mechanical Engineering, UMTC
- Professor Erik Redix, American Indian Studies, UMD
- Professor Emilie Snell-Rood, Ecology, Evolution, and Behavior, UMTC
- Professor Kechun Zhang, Chemical Engineering and Materials Science, UMTC

Background Information

The McKnight-Land Grant Professors are junior scholars chosen for their potential for making 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.

DRAFT

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

MINUTES

BOARD OF REGENTS MEETINGS

AND

COMMITTEE MEETINGS

February 12-13, 2015

Office of the Board of Regents

600 McNamara Alumni Center

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Audit Committee
February 12, 2015**

A meeting of the Audit Committee of the Board of Regents was held on Thursday, February 12, 2015, at 8:00 a.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Laura Brod, presiding; Clyde Allen, Peggy Lucas, Abdul Omari, and Patricia Simmons.

Staff present: President Eric Kaler; Senior Vice President and Provost Karen Hanson; Vice Presidents Brian Herman and Richard Pfitzenreuter; Executive Director Brian Steeves; and Associate Vice Presidents Gail Klatt, Michael Volna, and Pamela Webb.

Student Representatives present: Aashka Joshi and Jesse Mara.

**EXTERNAL AUDITOR'S REVIEW OF COMPLETED AUDIT WORK
AND LETTER TO MANAGEMENT**

Regent Brod invited Associate Vice President Volna along with Kirsten Vosen and Katie Knudtson from Deloitte & Touche LLP (Deloitte) to present the external auditor's review of completed audit work and letter to management, as detailed in the docket.

Knudtson reported that Deloitte had completed the Federal A-133 compliance audit, the Minnesota Office of Higher Education financial aid programs examination, and the National Collegiate Athletic Association (NCAA) agreed-upon procedure engagement. No findings were indicated for any of the audits.

Knudtson stated that Deloitte audited student fees with agreed-upon procedures. The audit looked at 24 student organizations with respect to financial affairs and accounting records. Deloitte communicated to management that there was a lack of underlying account reconciliations and a lack of consistency in supporting documentation. Knudtson added that the findings are consistent with prior years and there is no real concern.

Knudtson also detailed audits of Weisman Art Museum and Northrop Auditorium. Deloitte issued management recommendations resulting from the two audits that focused on reporting depreciation expense at the unit level. Knudtson indicated that this was not a control issue, but rather a recommendation. Volna noted that the University is taking steps to ensure that depreciation expense is reflected in the individual units.

In response to a question from Regent Omari, Knudtson commented that the challenge with student organizations is turnover in leadership from year to year. She noted that student organizations with recurring issues are identified for a full-scope audit, and that Deloitte provides training for those organizations before an audit begins. Knudtson indicated that she has seen improvement over the past three years. Vosen offered that this type of audit is unique in higher education across the country, and Volna added that student fees covers a wide variety of organizations of various sizes, from large organizations to small clubs.

OMB UNIFORM GUIDANCE AND ITS IMPACT ON THE UNIVERSITY

Regent Brod introduced Associate Vice President Webb and Assistant Controller Sue Paulson to present on OMB Uniform Guidance and its impact on the University, as detailed in the docket.

Webb explained that the United States Office of Management and Budget (OMB) has combined many documents on sponsored research into a single guidance document for use by all federal agencies. This document is known as Uniform Guidance. Uniform Guidance went into effect on December 24, 2014 and aims to use metrics to balance the goals of reducing fraud, waste, and abuse against streamlined reporting processes and regulations. Webb detailed the University's Uniform Guidance implementation plan, which has been active since December 2013 and will continue through 2016. She noted significant changes that will take place over the next year now that Uniform Guidance has taken effect.

Paulson laid out the five areas changed under Uniform Guidance that will have the greatest impact on the University: direct charges, sub-awards, award closeout, procurement, and dependent care. She explained that administrative charges and costs could be charged to the grant if considered integral to the research. Paulson further explained that "micro purchases" – or those purchases of \$3,000 to \$10,000 – would now require a competitive bidding process. She noted that current University policy only requires competitive bidding for purchases above \$10,000, and that the University will have until July 2016 to change its practice.

In response to a question from Regent Allen, Paulson explained that the new regulations will create new tension between principal investigators and University administration. She noted that faculty members are concerned that overhead costs will be charged to their grants, compared to the current practice of units covering that overhead.

In response to a question from Regent Simmons, Webb stated that the new regulations will eventually stabilize but will cause adjustment issues over the short term. She noted that the new focus on metrics will allow the University and others to demonstrate when a regulation is ineffective, possibly creating a better environment for change. Webb cautioned that since the regulations are so broad, it will take time for changes to be implemented.

In response to the questions from Regents, Kaler clarified that it is not an issue of differential indirect cost rate, but the ability to charge administrative support directly to a grant. He added that faculty members would prefer the University to provide that support, but the University frequently does not have the resources to provide a trained administrative assistant. As a result, a researcher may have a student worker performing administrative tasks. Kaler pointed out that the change will allow faculty members to pay for professional administrative support, which may increase their productivity since less time will be spent training and overseeing student workers. He offered his belief that the change would do more good than harm. Paulson added that the University has been asking for this ability for quite some time.

INTERNAL AUDIT QUALITY ASSURANCE REPORT

Associate Vice President Klatt invited Don Espersen, member of the external review team, to present the internal audit quality assurance report, as detailed in the docket.

Klatt explained that per professional standards, the Office of Internal Audit is required to perform a self-assessment and quality assurance report every five years. The members of the review team assembled to perform the review have significant experience performing these types of reviews across industries and around the world, including for many of the top audit firms. The review team included individuals who are seen as the leading experts in the field.

Espersen explained that the review team was charged with reviewing the self-assessment performed by the Office of Internal Audit and validating the results. He pointed out that the self-assessment was rigorous and the Office of Internal Audit was conservative in its assessment. Espersen stated that the review team concurred with the overall results of the self-assessment, increasing one area – due professional care – to “generally conforms.”

Espersen noted that the review team was also asked to recommend areas that could be added to the continuous improvement plan for the Office of Internal Audit. Those areas include development of rating scales around the University’s risk management processes to enhance the consistency of judgments about risk and enable better allocation of resources; automated software to improve efficiency and ensure that time is spent on content, not process; perhaps reducing follow-up on audit issues in areas with a proven history of strong controls; and continued succession planning for management.

Espersen reported that the review team was very impressed, and commented that the office has a clear sense of purpose and excitement around their work, with an obvious culture of quality.

INTERNAL AUDIT UPDATE

Associate Vice President Klatt presented the Internal Audit Update, as detailed in the docket.

Klatt reported that since the last update to the committee in September 2014, University departments implemented 36 percent of outstanding recommendations rated as “essential,” below the expected implementation rate of 40 percent. Five units fully implemented all their remaining “essential” recommendations. The report includes an updated control evaluation chart for each audit to show progress made on the “essential items.” Eleven audit reports containing 32 recommendations rated as “essential” were issued in the last five months.

Klatt highlighted two recently completed audits, the first dealing with the University’s top researchers and the second dealing with the Regents’ and president’s expenses. She noted that both returned excellent results. Klatt added that Internal Audit has begun a joint review with University of Minnesota Physicians.

PERSPECTIVES ON GOVERNANCE AND TRENDS IN THE HIGHER EDUCATION LANDSCAPE

Regent Brod invited Robert Kueppers, senior partner, Deloitte Center for Corporate Governance, Deloitte & Touche LLP, to lead a discussion on perspectives on governance and trends in the higher education landscape, as detailed in the docket.

Kueppers and the committee engaged in a broad discussion on the role of the audit function, risk oversight, governance best practices, insights on the regulatory environment of higher education, and key areas of transformation such as cost pressures, new types of students, and the rise of digital or blended learning. The committee also discussed how the audit function could be used to assess the performance of the new Twin Cities campus strategic plan.

The meeting adjourned at 9:48 a.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Litigation Review Committee
February 12, 2015**

A meeting of the Litigation Review Committee of the Board of Regents was held on Thursday, February 12, 2015 at 8:45 a.m. in the William R. Peterson Conference Room, 600 McNamara Alumni Center.

Regents present: David McMillan, presiding; Richard Beeson, and Dean Johnson.

Staff present: President Eric Kaler; General Counsel William Donohue and Executive Director Brian Steeves.

Others present: Amy Phenix, Tracy Smith, and Brent Benrud.

The meeting convened in public session at 8:45 a.m.

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

At 8:47 a.m. a motion was made and seconded that the following resolution be approved:

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

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(b), a non-public meeting of Litigation Review Committee be held on Thursday, February 12, 2015 at 8:45 a.m. in the William R. Peterson Conference Room, 600 McNamara Alumni Center, for the purpose of discussing attorney-client privileged matters including the following:

- I. West Bank ground contamination claims
- II. *Minnesota Police and Peace Officers Association and Police Officers Federation of Minneapolis (MPPOA) v. National Football League, Minnesota Vikings Football, LLC, and Regents of the University of Minnesota*
- III. Office for Civil Rights claim
- IV. *Regents of the University of Minnesota v. AT&T Mobility, et al.*
- V. Threatened lawsuit

The committee voted unanimously to approve the resolution.

The meeting adjourned at 9:54 a.m.

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

BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Facilities & Operations Committee
February 12, 2015**

A meeting of the Facilities & Operations Committee of the Board of Regents was held on Thursday, February 12, 2015 at 10:00 a.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: Clyde Allen, chair, Linda Cohen, Thomas Devine, Dean Johnson, Peggy Lucas, and Abdul Omari.

Staff present: President Eric Kaler; Chancellors Jacqueline Johnson and Fred Wood; Vice President Pamela Wheelock; General Counsel William Donohue; Executive Director Brian Steeves; and Associate Vice Presidents Michael Berthelsen and Stuart Mason.

Student Representatives present: Hannah Keil and Callie Livengood.

CAPITAL BUDGET AMENDMENT

A. Design of Intercollegiate Athletics Athletes' Village (Twin Cities Campus)

A motion was made and seconded to recommend approval of the following action:

On recommendation of the President and the Vice President for University Services, the FY 2014 Capital Budget is amended to include the following project:

- Design of Intercollegiate Athletics Athletes' Village – Twin Cities Campus
- Scope of Project: Design services for a new 340,000 square foot Athletes' Village comprised of four buildings – a Center for Excellence, Basketball Practice Facility, Indoor Football Practice Facility, and Football Performance Center.
- Master Plan: The project is in compliance with the 2009 Twin Cities Campus Master Plan.
- Cost Estimate: \$15,000,000 for design services
- Capital Funding: External fundraising

Vice President Wheelock introduced Suzanne Smith, Assistant Vice President for Capital Planning & Project Management and Norwood Teague, Intercollegiate Athletics Director, to review the project.

Smith outlined the total project cost for the 340,000 square foot Athletes' Village as \$150 million, which will be funded by private donations. Short-term debt financing may be used to bridge timing differences between the actual receipt of donations and the construction timetable. She emphasized that the requested \$15 million capital budget amendment is for schematic design only and that a future request for approval to complete the project will be advanced when an approved financing agreement is reached.

Teague described the project rationale, including existing facility deficiencies, scheduling challenges in the existing venues, importance of new facilities to recruiting, and the benefits of a central hub for all student-athletes featuring academic and nutrition centers.

In response to a question from Regent Johnson, Teague stated that current facilities are a hindrance in recruiting, noting that they do not offer a nutrition center. He emphasized that the Center for Excellence will benefit all student-athletes. Wheelock added that any loss of parking will be addressed following completion of the design.

In response to a question from Regent Lucas, Teague explained that repurposing the Gibson-Nagurski complex is not included in the \$150 million projected project cost and will need to be part of a future phase.

The committee voted unanimously to recommend approval of the Design of Intercollegiate Athletics Athletes' Village – Twin Cities Campus.

ANNUAL UPDATE ON SUSTAINABILITY IN OPERATIONS

Vice President Wheelock introduced University of Minnesota Morris Chancellor Jacqueline Johnson and Shane Stennes, Sustainability Coordinator, to provide the annual report on sustainability, as detailed in the docket and associated materials distributed at the meeting and on file in the Board Office.

Johnson described the importance of sustainability to the University's mission and highlighted its alignment with three areas of the Twin Cities campus strategic plan: address grand challenges, reciprocal engagement, and reject complacency. She cited the ability to capitalize on research efforts to address grand challenges such as global food security and climate change; reciprocal engagement efforts through outreach and extension such as students teaching communities about composting; and renewed impetus to reject complacency by seeking creative and innovative solutions with an eye toward the future.

Wheelock updated the committee on the work of the Systemwide Sustainability Committee, which has completed a project to make recommendations for advancing sustainability at the University and is now ready to advance concepts that will build understanding and competency, infuse sustainability practices into daily operations, and position the University as a sustainability leader. Discussion on implementation has begun at the senior leader level.

Stennes reported on the outcomes of energy efficiency and other operational improvements already in place. He shared that energy consumption is one of the largest contributors to the University's carbon footprint and each campus has developed a plan to reduce consumption. The Twin Cities campus has moved to LED lighting in buildings and parking ramps and upon completion, the Combined Heat and Power Plant is expected to reduce greenhouse gas emissions by 10-12 percent. Stennes also highlighted the success of waste diversion programs, student-led campus gardens providing produce for dining services, the bike commuter program that offers wellness benefits to employees, and the installation of 13 electric vehicle charging stations on the Twin Cities campus.

In response to a question from Regent Devine, Johnson explained that each campus has a chief sustainability officer and campuses are working to build previously student-led efforts into the administrative structure.

In response to a question from Student Representative Keil, Wheelock explained that priority setting begins with Board Policy: *Sustainability and Energy Efficiency* and ensuring that existing commitments such as the President's Climate Commitment are met.

LONG-RANGE PLANNING: BALANCING STEWARDSHIP, FOCUS, AND GROWTH

Vice President Wheelock and Michael Berthelsen, Associate Vice President, Facilities Management, reported on a revised approach toward long-range facilities planning by creating building-specific plans, as detailed in the docket.

Wheelock reminded the committee of the guiding principles outlined in the 2009 Master Plan. She shared maps detailing where building investments, decommissioning, and new construction have taken place on the Twin Cities campus since 2000.

Berthelsen introduced the new physical asset strategy, "A Plan for Every Building," which will enhance transparency and create a prioritized building-by-building plan. He outlined the two-stage process that will be used to assess a building and assign it to one of three categories: catch-up/keep-up, sustain, or dispose/replace. Stage One will evaluate current condition, expected renovation costs, space efficiency, historical value, and code issues. Stage Two will evaluate the adaptability and programmatic fit of a building.

In response to a comment from Regent Lucas, Wheelock agreed that the quality of buildings being constructed on the edge of campus for retail and housing is a concern as it influences the safety and attractiveness of the institution.

In response to a question from Regent Devine, Wheelock explained that gathering relevant data is the next step toward getting a picture of long-term needs. She noted that initial meetings with deans around program direction from a growth or pedagogy perspective will inform discussions around facility improvements or relocation.

In response to a question from Regent Allen, Berthelson stated that when buildings are scheduled for improvements such as an HVAC or electrical upgrade now, colleges are consulted to coordinate improvements with any planned investments such as a lab renovation. The new strategy will ensure there is collective agreement between the colleges and University Services on whether a facility, or spaces within a facility, should continue to be improved.

INFORMATION ITEMS

Vice President Wheelock referred committee members to the following information items:

- Update on TCF Bank Stadium Facility Use Agreement
- Update on Combined Heat and Power Plant

The meeting adjourned at 11:42 a.m.



BRIAN R. STEEVES
Executive Director
and Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Faculty & Staff Affairs Committee
February 12, 2015**

A meeting of the Faculty & Staff Affairs Committee of the Board of Regents was held on Thursday, February 12, 2015 at 10:00 a.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: John Frobenius, presiding; Richard Beeson, Laura Brod, David McMillan and Patricia Simmons.

Staff present: Chancellors Lendley Black, Jacqueline Johnson, Stephen Lehmkuhle, and Fred Wood; Senior Vice President and Provost Karen Hanson; Vice President Kathryn Brown; General Counsel William Donohue; Executive Director Brian Steeves; and Associate Vice President Michael Volna.

Student Representatives present: Emily Caldis and Damien Carriere.

PROPOSED SCHOLARSHIP PROGRAM PILOT: UM CROOKSTON

Regent Frobenius invited Chancellor Wood and Vice President Brown to present the proposed scholarship program pilot for the Crookston campus, as detailed in the docket.

Brown reminded the committee about the Regents Scholarship program in Board policy and noted that Crookston employees seeking an advanced degree struggle to take advantage of the current scholarship program given their distance from the Twin Cities campus. She characterized the pilot program as largely an employee retention tool.

Wood stated that the pilot program for the Crookston campus would build on the standard policy explained by Brown. He noted that the main objective of the program was to develop and retain staff and faculty members who are interested in acquiring further education. The pilot program will allow selected faculty and staff to be reimbursed for graduate coursework taken at institutions closer to Crookston, including institutions in North Dakota. Similar to the Regents Scholarship, the employee would pay 25 percent of the cost. Wood added that reimbursements will be capped at \$5,000 per employee per year, paid out over time to encourage the employee to remain with the University. He explained that the pilot program will sunset after four years.

Brown noted that this is an administrative pilot that does not require Board approval. If the pilot were successful, a policy proposal would come to the Board to create a permanent program.

Regent McMillan voiced his support for the pilot program, but stressed that if the program is successful, a dialogue will be needed to explore how this program would extend to the other campuses.

In response to questions from Regent Simmons, Wood stated that the main goal for the program is both retention and recruitment of faculty and staff. Since faculty and staff at Crookston are often younger, the program will help those employees achieve graduate degrees.

Wood added that the program is not an equal benefit for all employees since there will be a selection process. He also noted that the benefit will be taxable.

Regent Frobenius commented that he supports the program since it could help promote and build cooperative relationships between the University of North Dakota and the Crookston campus. Frobenius stated that a new model of cooperation and collaboration between those campuses' faculties is needed. Wood responded that Crookston is building a number of collaborative programs between the two institutions and will continue to work toward a cooperative relationship.

HUMAN RESOURCE NEEDS IN THE COLLEGE OF LIBERAL ARTS

Vice President Brown invited Dean John Coleman and Director Lisa Bachman of the College of Liberal Arts (CLA) to discuss human resource needs in CLA, as detailed in the docket.

Coleman walked through CLA's vision and roadmap for the future. He described the steps and timeline CLA is implementing to reach five major goals. In addition, he outlined the college's faculty and instructional staff, noting the number of tenured and tenure-track faculty, the percent of tenured and tenure-track faculty of color, and the percent of tenured and tenure-track faculty who are women. He also noted CLA's administrative and advising staff.

Coleman explained CLA's student demographics. The college is becoming smaller, but has seen a recent upward trend in transfer students. He noted that CLA's graduation rates have been improving, allowing students to leave earlier than in the past, which helps explain some of the reduction in size. Coleman stated that the science, technology, engineering, and mathematics (STEM) fields are gaining enrollment and that this enrollment shift has influenced faculty hiring and department funding. He stressed that CLA is looking to balance the needs of increased enrollment in certain areas with the University's missions of research, teaching, and outreach broadly in the liberal arts.

Bachman outlined the staff component of CLA. She noted that while faculty are limited in where they can move within CLA, staff are more flexible and can shift across departments. One of the areas she noted for improvement is undergraduate advising. The advisor to student ratio is currently 1:200; Bachman explained that CLA is working to secure additional resources to improve that ratio while expanding career counseling.

In response to a question from Regent Simmons, Coleman stated that one of the objectives of CLA is to create graduates who engage in civic life. He noted an increased workplace focus on ensuring that students are able to articulate what they can contribute. Coleman offered that CLA is uniquely positioned to help give students that ability, and added that CLA graduates have the largest economic impact based on the size of graduating classes entering the workforce.

In response to a question from Regent Beeson, Coleman explained that CLA is working to create technical clusters outside the college that show the value of a liberal arts education in technical fields. CLA is also working to create cross-college programs to provide a liberal arts background to more technical and STEM fields elsewhere in the University. Colman reported that CLA is working to create more internships and to place internship coordinator positions within the largest majors. He added that the college is considering "career bundles" to help highlight what a student can accomplish with a liberal arts degree that might not be directly related to a certain major.

2014 EMPLOYEE ENGAGEMENT RESULTS

Vice President Brown introduced Brandon Sullivan, Director, Leadership and Talent Development, Office of Human Resources, to present the 2014 employee engagement results, as detailed in the docket.

Sullivan reminded the committee of the employee engagement survey history and objectives, stated the process and timeline, and reviewed the employee engagement model. Sullivan outlined the significant changes that have taken place within the University over the last 12 months that offer possible context for the survey results.

Response rates for both faculty and staff increased from 2013 – faculty from 60 percent to 68 percent and staff from 47 percent to 52 percent. Sullivan explained that these response rates are considered high for the higher education field. He also highlighted the results of this year's survey, detailing both the key strengths and opportunities.

In response to a question from Regent Brod, Sullivan responded that there is not a target number for faculty or staff response rates. The goal is to hear from as many employees as possible. He noted that the unit or department also influences participation. Where employees feel that their feedback is heard and influences decision making, they are more likely to take the engagement survey. Sullivan offered that a response rate of 70-80 percent would be a tremendous accomplishment.

In response to a question from Student Representative Caldis, Sullivan explained that there are no peer universities doing this type of survey system-wide and that the University is working with other institutions to create some peer comparisons. He added that while some of the data could lead a student to think that a vast number of faculty members are disengaged, the survey questions that reflect day-to-day interactions with students continue to show strong engagement.

REPORT ON WORKFORCE METRICS

Regent Frobenius invited Vice President Brown and Lincoln Kallsen, Director, Financial Analysis, to give a report on workforce metrics, as detailed in the docket.

Brown reviewed the dashboard starting points and the type of data being used. She highlighted the four primary dashboards:

1. Workforce Distribution.
2. Workforce Flows.
3. Workforce Cost.
4. Workforce Return On Investment.

Brown explained that enterprise data supports decision making at all levels and is shared with the public, the Board, executive leadership, and at the campus, college, and unit levels. Brown and Kallsen reviewed each dashboard and its component metrics, sharing graphs for each component.

In response to a question from Regent Frobenius, Kallsen explained that the Job Family Study would create an issue with the data being produced and compared to past years given the changes in job family structure. The current data being presented has been corrected for the Job Family Study, but over the next two years there will be some issues with the data. After the transition, the data will be better once the job families are stable.

In response to a question from Regent Simmons, Brown cited data showing that roughly a third of the University's workforce are Baby Boomers, while another third are Millennials. She added that 50 percent of the workforce will be under 50 in the next decade, and with a younger workforce comes greater interest in more-flexible work hours and the ability to work from home. Brown also noted that a number of faculty members are starting to move to phased retirement; given the large number of staff approaching retirement and the institutional knowledge of those employees, the University is considering a similar phased retirement option for staff.

In response to a question from Regent McMillan, Brown noted that the consultants counted in the Consulting category are not generally used to perform standard work typically done by University employees. Instead, the University uses consultants for specialized tasks or projects that need time-limited specialty skills that the University does not possess. Brown cited the Enterprise System Upgrade Project and Job Family Study as two projects where consultants are being used.

ANNUAL REPORT ON COMPENSATION

Regent Frobenius announced that due to time constraints, the annual report on compensation would be rescheduled for a future committee meeting.

CONSENT REPORT

Vice President Brown presented for review and action the Consent Report, which included the following item:

- Appointment of Dr. Valery Forbes as Dean of the College of Biological Sciences, effective July 31, 2015
- Conferral of Tenure for outside hire

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

INFORMATION ITEMS

Vice President Brown referred the committee to the information items contained in the docket materials, which included:

- Personnel highlights.
- University highlights.
- Faculty and staff activities and awards.

The meeting adjourned at 12:03 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Academic & Student Affairs Committee
February 12, 2015**

A meeting of the Academic & Student Affairs Committee of the Board of Regents was held on Thursday, February 12, 2015 at 2:00 p.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Patricia Simmons, presiding; Linda Cohen, Thomas Devine, Peggy Lucas, and Abdul Omari.

Staff present: Chancellors Jacqueline Johnson, Stephen Lehmkuhle, and Fred Wood; Senior Vice President and Provost Karen Hanson; Vice Presidents Kathryn Brown and Pamela Wheelock; Executive Director Brian Steeves; and Associate Vice President Bernard Gulacheck.

Student Representatives present: Hannah Keil and Callie Livengood.

BALANCING UMTC STRATEGIES AROUND ENROLLMENT AND FINANCIAL AID

Provost Hanson invited Robert McMaster, Vice Provost and Dean of Undergraduate Education, to report on and discuss key strategies regarding enrollment management and financial aid on the Twin Cities campus, as detailed in the docket.

McMaster outlined enrollment management principles and explained that another set of principles guides financial aid. He reported that enrollment management has evolved into more than admissions decisions but is linked to financial aid strategies, student success, and quality. The enrollment process begins with a discussion between the Provost and college deans to evaluate admissions, retention and graduates to arrive at enrollment goals.

McMaster described a population shift that anticipates a dramatic decline in high school graduates in Minnesota and much of the Midwest and Northeast over the next 10 years. In response, the University will have to recruit nationally and internationally to sustain enrollment. He reminded the committee that a campus visit remains one of the top decision factors for prospective students.

McMaster outlined typical need-based financial aid packages at various income levels. He reported that gift aid is increasing and loans are decreasing. He also noted an increase in the number of students graduating with no debt, from 35 percent in 2009 to 39 percent in 2014.

McMaster shared the various sources and amounts of merit aid such as admission scholarships, tuition waivers, and athletic scholarships, as well as need-based aid such as Pell, U of M Promise grants, and other scholarships. He revealed that the ratio is approximately 32 percent merit-based and 68 percent need-based.

In response to a question from Regent Devine, McMaster argued that the four-year graduation rate is not lagging but is actually experiencing a rapid increase compared to peer institutions. He added that while the number of applications continue to rise, the University is competing with highly ranked schools that may offer more robust financial aid packages to recruit the top students.

In response to a question from Regent Omari, McMaster noted that the proportion of racially diverse students is similar at around 20 percent for both incoming freshman and transfer students.

In response to a question from Student Representative Livengood, McMaster indicated that most financial aid packages are directed toward incoming freshman rather than transfer students. Hanson added that transfer students would be eligible for money within the colleges.

In response to comments by Regents, a discussion ensued around the balance of merit versus need-based aid. Regents discussed the difficulty of balancing a desire to increase need-based aid with the importance of maintaining enough merit aid to attract top students.

DIVERSIFYING THE FACULTY: C.L.E.A.R. EVIDENCE-BASED STRATEGIES

Provost Hanson invited Vice President Katrice Albert and Michael Goh, Associate Vice Provost, Office for Equity and Diversity, to report on the University initiative called C.L.E.A.R. to prioritize the recruitment and retention of the best diverse scholars, as detailed in the docket.

Albert outlined the University's Equity and Diversity Vision Framework, noting a gap in engagement between white and diverse faculty. She noted that structural diversity and college climate were the two main concerns cited by diverse faculty. She suggested a need to move from recruiting to attracting diverse faculty along with a shift from retaining diverse faculty to helping them thrive.

Goh outlined the C.L.E.A.R. initiative, a set of best practices for attracting diverse, field-shaping faculty to the University. The C.L.E.A.R. initiative focuses on composing diverse search committees, countering implicit bias, advertising positions through networks and referrals, and fostering relationships during campus visits.

In response to a question from Regent Omari, Albert stated that alignment across the institution and the infusion of bridge funding are creating stronger momentum than has been seen in the past. Hanson added that efforts are multipronged and at every level of the institution.

In response to a question from Regent Devine, Albert recounted the importance of the campus visit in enrollment decisions. She shared that a VIP weekend experience is being planned for high-performing ethnic minority students to visit campus.

ACADEMIC SUPPORT AND PERFORMANCE OF UMTC STUDENT-ATHLETES

Provost Hanson invited Robert McMaster, Vice Provost and Dean of Undergraduate Education, and Lynn Holleran, Director, McNamara Academic Center for Student-Athletes (MAC), to report on the mission, structure, services, and oversight of the MAC, as detailed in the docket.

McMaster outlined the governance and monitoring structure for the MAC. He described the checks and balances in place around reporting to ensure appropriate oversight related to academic integrity and compliance with National Collegiate Athletic Association (NCAA) regulations.

Holleran shared a brief history of the MAC and explained its organizational structure and services, including academic support, advising, and student development. She highlighted the six-year graduation rate for student-athletes as compared to all students over a 13-year period.

Holleran noted the volatility of the rate given the small number of student athletes, but added that in 10 of the 13 years student-athletes had a higher graduation rate than the overall University student body. She also shared the Graduation Success Rate, a measure used by NCAA Division I schools, noting that a steady increase has moved the University from the bottom to near the top as compared to its Big Ten peers.

Holleran explained how the NCAA calculates the Academic Progress Rate, a measure of term-by-term eligibility and retention of student-athletes. The number is an early indicator of eventual graduation rates and is used by the NCAA to decide whether schools are eligible for post-season play.

She also shared some of the challenges facing the MAC, in particular the occurrence of “clustering,” which occurs when student-athletes represent a disproportionate number of students in a particular course, program, or college. For example, 30 percent of student athletes are enrolled in the College of Education and Human Development (CEHD) compared to only 8 percent of the overall student body. Holleran explained that in this example, the disparity is driven by the program offerings in CEHD that appeal particularly to student-athletes, such as Kinesiology and Sport Management.

CONSENT REPORT

A motion was made and seconded, and the committee unanimously recommended approval of the following, as described in the Consent Report:

- **Request for Approval of New Academic Programs**

- Labovitz School of Business and Economics (Duluth campus)—Create a Bachelor of Business Administration (B.B.A.) degree in Financial Planning
- College of Education and Human Service Professions (Duluth campus)—Create undergraduate minor in Early Childhood Studies
- College of Liberal Arts (Duluth campus)—Create undergraduate minor in Lesbian, Gay, Bisexual, Transgender, and Queer Studies
- Labovitz School of Business and Economics (Duluth campus)—Create undergraduate minor in Entrepreneurship
- Morris campus—Create B.A. degree in Human Services with sub-plans in General, Criminal Justice, Human Development, and Social Justice
- Morris campus—Create undergraduate minor in Creative Writing for non-English majors
- Crookston campus—Create a B.S. degree in Agricultural Education

- **Request for Changes to Academic Programs**

- College of Design (Twin Cities campus)—Discontinue sub-plans in Retail Merchandising – General Emphasis and Retail Merchandising – Apparel Emphasis
- College of Education and Human Development (Twin Cities campus)—Create sub-plans in Science, and Second Languages and Cultures within the M.Ed. degree in Teaching

- College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Chemistry, Earth Science, General Science, Life Science, and Physics within the M.Ed. degree in Teaching
- College of Education and Human Development (Twin Cities campus)—Discontinue sub-plans in Arabic, Chinese, English as a Second Language, French, German, Hebrew, Japanese, Italian, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish within the M.Ed. degree in Teaching
- School of Fine Arts (Duluth campus)—Create sub-plans in Applied Dance and Dance Studies within the undergraduate minor in Dance
- Morris campus—Change the name of the minor in African American Studies to African and Black American Studies
- Morris campus—Create sub-plan in Creative Writing within the B.A. degree in English
- **Request for Approval of Discontinued Academic Programs**
 - College of Liberal Arts (Duluth campus)—Discontinue the minor in Cultural Studies
 - Morris campus—Discontinue B.A. degree in Liberal Arts for the Human Services

The meeting adjourned at 4:00 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Finance Committee
February 12, 2015**

A meeting of the Finance Committee of the Board of Regents was held on Thursday, February 12, 2015 at 2:00 p.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: David McMillan, presiding; Clyde Allen, Richard Beeson, Laura Brod, John Frobenius, and Dean Johnson.

Staff present: President Eric Kaler; Chancellors Lendley Black and Fred Wood; Vice Presidents Kathryn Brown, Richard Pfitzenreuter, and Scott Studham; General Counsel William Donohue; Executive Director Brian Steeves; and Associate Vice Presidents Stuart Mason, Julie Tonneson, and Michael Volna.

Student Representatives present: Tyler Ebert and Jordan Wentz.

ANNUAL INVESTMENT PERFORMANCE: PEER COMPARISONS

Regent McMillan invited Associate Vice President Stuart Mason to provide an overview of the annual investment performance and peer benchmarking report, as detailed in the docket.

Mason reviewed the Annual Peer Benchmarking Report, which contains a summary of investment performance and asset allocation data relative to peer institutions for the fiscal year ending June 30, 2014. He highlighted the following:

- Consolidated Endowment Fund (CEF) investment performance of 20.4 percent ranked first among peer institutions.
- Drivers of performance included:
 - Venture capital managers who produced greater than 50 percent returns
 - Overweight to U.S. equity.
 - Underweight to international developed equity and to hedge fund managers, both of which significantly underperformed.
- Increased portfolio liquidity and an enhanced asset allocation framework position the endowment fund for continued success.

Mason also noted effective spending rates; CEF performance against National Association of College and University Business Officers (NACUBO) averages over time; comparison to other NACUBO institutions; a discussion of NACUBO asset allocations; comparison to Big Ten institutions; and a comparison of asset allocation. He explained that while venture capital helped to drive outperformance this year, the Office of Investments and Banking is working to lower the percentage of venture capital in CEF moving forward.

ANNUAL CAPITAL FINANCE AND DEBT MANAGEMENT REPORT

Regent McMillan invited Carole Fleck, Director of Debt Management, to provide the annual capital finance and debt management report, as detailed in the docket.

Fleck reported that as of June 30, 2014, the University's long-term outstanding debt was \$1,282,507,000, consisting of general obligation bonds, special purpose revenue bonds, commercial paper notes, auxiliary revenue bonds, infrastructure development bond obligations, and capital leases. The balance outstanding at June 30, 2014 of University supported debt (at par) plus capital leases was \$908,847,000.

Fleck reviewed guiding principles for issuance of debt, explained the debt management advisory committee structure, provided a long-term debt analysis, reviewed the University's capital structure, noted key financial indicators, and compared the University to peer groups. She discussed the institution's credit rating and debt capacity determinants, noting that an analysis of student demand, market position, and financial indicators places the University in a strong position. Fleck reported that the University is currently rated Aa1 by Moody's and AA by Standard and Poor's. While higher education as a whole has been downgraded, the University was given a stable outlook by both rating agencies.

In response to a question from Regent Brod, Fleck agreed that while higher education as a sector has been downgraded, the University is still considered stable due to its strong market position as Minnesota's only research and land grant university, as well as being a member of the Big Ten. The University continues to enjoy favorable student demand and research market positions, creating positive operating cash flow and debt service. Fleck noted that rating agencies expect that the University will be able to translate its brand and market strength into ongoing financial stability.

In response to a question from Student Representative Wente, Fleck explained that Minnesota's high school enrollment has declined. Rating agencies have identified that as a challenge that the University will need to address to ensure that it continues to attract students from within and outside the state. Regent Allen added that flagship status helps counter the enrollment issue for the Twin Cities campus, but some of the other campuses may face challenges in attracting students. Regent Frobenius commented that while the University has a cushion, demographic trends are already affecting the Duluth campus and campuses in the Minnesota State Colleges and Universities System.

In response to a question from Regent Beeson, Fleck and Vice President Pfutzenreuter noted that there would be little change if the University were to move either way in the ratings given the current financial environment. Pfutzenreuter also pointed out that the current ranking is above what is required by Board of Regents policy.

ANNUAL INSURANCE & RISK MANAGEMENT REPORT

Regent McMillan invited Associate Vice President Volna and Steven Pardoe, Director of Risk Management and Insurance, to present the annual insurance and risk management report, as detailed in the docket.

Pardoe outlined the risk finance program structures, which include risk retention and risk transfer. He noted casualty insurance claims and operations costs covered by the Regents of the University of Minnesota Insurance Company (RUMINCO). Pardoe described the University's self-insured workers' compensation amounts and average over time. He stated current property insurance coverage and reported year-on-year savings from the property deductible change.

Pardoe described the commercial insurance cost and the five-year total cost of risk across all areas.

Pardoe provided an update on FY 2014 projects in the Office of Risk Management (Risk Management) and reported FY 2015 priorities:

- Create a light duty return to work program.
- Continue to address back injuries from trash handling.
- Create coordination of evacuation services.

Volna added that current evacuation services coverage for students and employees falls under multiple programs. Risk Management is looking to merge the programs to create a seamless program and consider using RUMINCO to reduce the cost of this coverage.

In response to a question from Regent McMillan, Pardoe explained that insurance for information security breaches is still an emerging marketplace. He expressed a lack of confidence in the coverage and suggested that money spent on this type of insurance was not the best way to manage risk in the information security area.

In response to related questions from Regents Brod and Allen, Volna explained that students are required to take coverage when going overseas. Pardoe added that foreign partners are vetted, but some risk balance is needed since insurance standards vary depending on country.

ENTERPRISE SYSTEMS UPGRADE PROGRAM BUDGET

Regent McMillan invited Vice President Studham and Dennis Wenzel, Executive Program Director, Enterprise Systems Upgrade Program (ESUP), to present an amendment to the ESUP budget for review and action, as detailed in the docket.

Studham explained that the administration is seeking approval for a \$1,250,000 increase in the ESUP budget. The increase is the result of shifting the go-live date from February 2015 to April 2015 to better manage a number of risks identified at the December "Go / No Go" check point. Wenzel explained that the risks were related to the human resources work stream and inconsistencies in payroll distributions. The team is working to address the issues and will have additional "Go/No Go" check points in March.

In response to several questions from Regents, Studham indicated that it was not practical to run the old and new systems simulatenously. Vice President Pfutzenreuter explained that the enterprise system assessment on payroll would pay for the additional funding needed to reach the new go-live date. Studham stated that if ESUP failed to be ready for the April 2015 go-live date, the next go-live window would not be until October 2015.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the Enterprise Systems Upgrade Program Budget.

CONSENT REPORT

Vice President Pfutzenreuter presented the Consent Report, as detailed in the docket:

General Contingency:

- There are no items requiring approval this period.

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

- To Allied Blacktop Co., for \$4,500,000 (\$900,000 annually) for maintenance of Twin Cities campus asphalt surfaces (includes streets, parking lots, loading zones, etc.), as requested by Parking and Transportation Services (PTS), for the period of April 1, 2015, through August 31, 2019. PTS is self-funded through parking revenue, and has budgeted the cost of the contract into its annual budget. Vendor was selected through a competitive process.
- To Barrie, DiRozario, DiLorenzo (BDD) for up to \$1,500,000 for services provided in the development and implementation of the University's integrated marketing campaign for the period of March 1, 2015, through February 28, 2018, for University Relations. The integrated marketing campaign will be funded through O & M funds, identified as a line item in University Relation's budget process. Vendor was selected through a competitive process.
- To Cardinal Health for an estimated \$8,000,000 for the purchase of pharmaceuticals and related supplies for the period of March 1, 2015, through October 31, 2016, for Boynton Health Services Pharmacy. This purchase will be paid for from the sale of prescriptions and other items to patients and from payments by University departments for pharmaceuticals. Vendor was selected through a competitive process.
- To Contemporary Services Corporation (CSC) for an additional \$3,500,000 for security and crowd management services for athletic facilities including TCF Bank Stadium, Williams Arena and Mariucci Arena for the period of February 2015 through July 31, 2016, for the Department of Intercollegiate Athletics. Security and crowd management services will be funded by department budgeted funds. Approximately \$880,000 will be invoiced to the Vikings, Minnesota State High School League, and concert promoters. Vendor was selected through a competitive process.
- To Identisys, Inc. not to exceed \$1,500,000 in cardstock, related supplies, and printer maintenance for the period of April 1, 2015, to March 31, 2018, with contract extensions through March 31, 2021 for the U Card Office. Funding is provided by participating campus departments operating funds. Vendor was selected through a competitive process.
- To The Kenwood Company for \$2,775,000 for maintenance of Twin Cities campus parking structure surfaces, as requested by Parking and Transportation Services (PTS), for the period of April 1, 2015, through August 30, 2019. PTS is self-funded through parking revenue, and has budgeted the cost of this contract into its annual budget. Vendor was selected through a competitive process.
- To OptumHealth for an estimated \$18,500,000 for stop loss insurance coverage for UPlan participants for an initial contract period of one year, beginning January 1, 2015, for the Office of Human Resources Employee Benefits, with five one-year options to renew. This contract will be funded out of the Fringe Benefits Recovery. Vendor was selected through a competitive process.

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

INFORMATION ITEMS

Vice President Pfutzenreuter referred the committee to the Information Items contained in the docket:

- Annual Report on Central Reserves
- Quarterly Asset Management Report

- Semi-Annual Purchasing Report
- Debt Management Advisory Committee Update

The meeting adjourned at 3:49 p.m.



BRIAN R. STEEVES
Executive Director and
Corporate Secretary

**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

**Board of Regents
February 13, 2015**

A meeting of the Board of Regents of the University of Minnesota was held on Friday, February 13, 2015, at 9:00 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Richard Beeson, presiding; Clyde Allen, Laura Brod, Linda Cohen, Thomas Devine, John Frobenius, Dean Johnson, Peggy Lucas, David McMillan, Abdul Omari, and Patricia Simmons.

Staff present: President Eric Kaler; Chancellors Lendley Black, Stephen Lehmkuhle, and Fred Wood; Senior Vice President and Provost Karen Hanson; Vice Presidents Kathryn Brown, Brian Herman, Brooks Jackson, Richard Pfutzenreuter, Scott Studham, and Pamela Wheelock; General Counsel William Donohue; Executive Director Brian Steeves; and Associate Vice Presidents Terry Bock, Gail Klatt, and Michael Volna.

APPROVAL OF MINUTES

A motion was made and seconded, and the Board of Regents voted unanimously to approve the minutes of the following meetings:

Audit Committee – December 11, 2014
Special Committee on Academic Medicine – December 11, 2014
Academic & Student Affairs Committee - December 11, 2014
Finance Committee - December 11, 2014
Facilities & Operations Committee - December 11, 2014
Faculty & Staff Affairs Committee - December 11, 2014
Board of Regents - December 12, 2014

REPORT OF THE PRESIDENT

President Kaler reported that the University receives popular support from Minnesotans, as demonstrated in an annual public opinion poll taken just after the November election. The poll indicates that many Minnesotans believe the University does not receive enough funding from the state; some believe it should be funded primarily by state support. Kaler stated that the current biennial budget request does seek enough funding to freeze tuition but that the Governor's proposal will likely mean a slight tuition increase.

Kaler reported that the University is ranked in the top 25 nationally in nine categories, as reported by the Center for Measuring University Performance. The University ranks highest on faculty awards, doctorates granted, and endowment assets. He noted that high performance in the nine categories demonstrates that the University is among the country's top public research universities.

Kaler provided updates on the Dairy Growth Summit; changes in leadership at Fairview, reporting that Medical School Dean Brooks Jackson is now part of the interim CEO team; and

the University of Minnesota Libraries partnering with the Penumbra Theater Company and receiving a grant to support the adoption of an online search tool for nationwide materials on African-American history and culture.

Kaler also reflected on a protest held at Morrill Hall by current and former University students over issues of diversity on campus. He explained that constructive conversations resulted from the event, but expressed disappointment in the group's belief that their views differ from his own, and from those in the broader University community. He emphasized his commitment to achieving the goals of equity, diversity, and a welcoming campus climate.

A copy of the Report of the President is on file in the Board Office.

REPORT OF THE CHAIR

Chair Beeson recognized the Regents who are leaving the Board: Regents Allen, Frobenius, and possibly Simmons. He expressed his gratitude for their service and for their friendship during his tenure. Beeson opened the floor to his colleagues to offer their comments and reflections.

A copy of the Report of the Chair is on file in the Board Office.

CONSENT REPORT

Chair Beeson presented for action the Consent Report as described in the docket materials, including:

- Report of the All-University Honors Committee recommendation forwarded in a letter from President Kaler dated February 5, 2015;
- Summary of Gifts through December 31, 2014; and
- Summary of Expenditures.

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

2014 UNIVERSITY PLAN, PERFORMANCE, AND ACCOUNTABILITY REPORT

Chair Beeson invited President Kaler and Senior Vice President and Provost Hanson to present the 2014 *University Plan, Performance & Accountability Report* (Report) for action, as detailed in the docket.

Hanson explained that this year's report highlights quantitative and qualitative data that demonstrate the University's success in remaining accessible, attracting outstanding students, offering a great student experience, graduating students prepared for success, conducting breakthrough research, engaging with communities, and being a productive and efficient organization. She pointed out that only minor adjustments had been made to the report, which was previously brought to the Board for review.

A motion was made and seconded, and the Board of Regents voted unanimously to approve the 2014 *University Plan, Performance & Accountability Report*.

**BOARD OF REGENTS POLICY:
APPOINTMENTS TO ORGANIZATIONS AND BOARDS**

Chair Beeson invited Executive Director Brian Steeves to present for action proposed amendments to Board of Regents Policy: *Appointments to Organizations and Boards*, as detailed in the docket materials.

Steeves noted modifications to the draft policy since review by the Board at its December 12, 2014 meeting. The policy now includes a special selection committee to review nominations for the University of Minnesota Health Board of Governors and the Fairview Health Services Board of Directors. Additionally, a new proposed subdivision for UMore Development LLC has been removed given pending Board action.

A motion was made and seconded, and the Board of Regents voted unanimously to adopt proposed amendments to Board of Regents Policy: *Appointments to Organizations and Boards*, as follows:

Appointments to Organizations and Boards

SECTION I. SCOPE.

This policy governs Board of Regents (Board) appointments to selected organizations and boards that advance the teaching, research, and outreach mission of the University of Minnesota (University).

SECTION II. BOARD AUTHORITY.

The Board shall appoint some or all of the members of the organizations and boards listed in Section III.

SECTION III. ORGANIZATIONS AND BOARDS.

For subdivisions 1 and 2, the Board chair shall appoint a special selection committee consisting of three Regents to review nominations made by the president and recommend action to the full Board.

Subd. 1. Board of Governors, University of Minnesota Health.

Selection of Appointees: The Board selects appointees for appointment by University of Minnesota Physicians to the Board of Governors.

Nominations: The president, in consultation with the vice president for health sciences and dean of the medical school, recommends appointees to be selected by the Board.

Number of Appointments: Half of the Board of Governors (no fewer than 2 and no more than 6), including the dean of the medical school as an ex officio voting governor.

Appointment Schedule: As needed.

Appointment Term: 3-year, staggered terms.

Reference: *Operating Agreement of Integrated Structure, LLC (2013)*.

Subd. 2. Board of Directors, Fairview Health Services.

Nominations: The president, in consultation with the vice president for health sciences and dean of the medical school, recommends nominees to the Board.

Number of Appointments: 1 plus 2 ex officio. If the Fairview Board of Directors determines that a seventh at large member is to be appointed to the Board of Directors,

then the Board of Regents shall nominate a community member for that position, subject to election by the Fairview Board of Directors.

Appointment Schedule: December of each year in which there is a vacancy or reappointment needed.

Appointment Term: 3-year term.

Reference: *Seventh Restated and Amended Bylaws of Fairview Health Services (2012)*.

Subd. 3. Board of Trustees, University of Minnesota Foundation (UMF).

Nominations: The Board chair, in consultation with the president, recommends nominees to the Board. UMF Board also may provide recommendations.

Number of Appointments: UMF Board - Board appoints the president and additional individuals (no more than 3 Regents) to constitute no less than one-fourth of UMF Board membership.

UMF Executive Committee - Board appoints the president and 3 additional individuals who are UMF trustees.

UMF Audit Committee - Board appoints 2 individuals who need not be UMF Board members.

Appointment Schedule: Annually in October.

Appointment Term: 3 years, unless ex officio member.

Reference: *University of Minnesota Foundation/University of Minnesota First Amended and Restated Memorandum of Understanding (May 17, 2005)*.

Subd. 4. Board of Trustees, Minnesota Landscape Arboretum Foundation.

Nominations: The president recommends nominees to the Board.

Number of Appointments: The Board appoints one-fourth of trustees.

Appointment Schedule: June of each year in which a vacancy occurs.

Appointment Term: 3 years.

Reference: *Memorandum of Agreement (August 29, 1991)*.

Subd. 5. Board of Trustees, Hormel Foundation.

Nominations: The president, in consultation with the vice president for research, recommends nominees to the Board.

Number of Appointments: 1 member.

Appointment Schedule: As needed.

Appointment Term: In the event of a vacancy.

Reference: *Collaboration Agreement (2011)*.

Subd. 6. Advisory Board, Hormel Institute.

Nominations: The president, in consultation with the vice president for research, recommends nominees to the Board.

Number of Appointments: The Board appoints 3 members.

Appointment Schedule: In the event of a vacancy.

Appointment Term: Continuous.

Reference: *Collaboration Agreement (2011)*.

Subd. 7. Eastcliff Advisory Board.

Appointments: The Board chair appoints a Regent to serve as chair.

Appointment Schedule: July of odd years.

Appointment Term: 3 years.

Reference: *Eastcliff Advisory Board Bylaws (February 14, 2014)*.

Subd. 8. Eastcliff Technical Advisory Committee.

Appointments: The Board chair appoints the chair from committee membership.

Appointment Schedule: As needed.

Appointment Term: Indefinite.

Reference: *Eastcliff Technical Advisory Committee Bylaws (February 14, 2014)*.

SECTION IV. NOMINATIONS.

With the exception of Eastcliff committees, the boards and organizations in Section III shall notify the Office of the President when nominations are required to fill vacant positions so that the Board may take appropriate steps to fill the vacancy and process the appointment. Recommendations regarding appointments under this policy shall be forwarded to the Board in alignment with docket deadlines as published by the Board Office. Nominations shall be presented for review and action in the same month.

SECTION V. BYLAWS.

Upon request, organizational documents, including articles and bylaws, shall be provided to the Board Office.

**RESOLUTION RELATED TO THE REORGANIZATION OF
UMORE PARK DEVELOPMENT PROJECT**

President Kaler explained that current planning and development activities for the University of Minnesota Outreach, Research and Education Park (UMore Park) began in 2006. In 2008, the Board adopted a master concept plan and vision for UMore Park, and also authorized gravel mining on a portion of the property.

Kaler recognized City of Rosemount officials, Mayor Bill Droste and City Administrator Dwight Johnson, who were present in the audience.

Kaler offered that while much progress has been made in readying the property for development, market changes since the 2008 recession cause it to be both timely and necessary for the University to reconsider its strategy. He explained that in October 2014, he charged a group of University leaders with responding to six questions related to outstanding issues and questions and to make recommendations about the future of UMore Park.

Kaler introduced Richard Pfutzenreuter, Vice President and Chief Financial Officer; Pamela Wheelock, Vice President, University Services; William Donohue, General Counsel; and Brian Buhr, Dean, College of Food, Agriculture and Natural Resources Sciences to discuss their findings about the financial impact of agricultural research, pollution remediation and other matters related to development activities, as detailed in the docket

Donohue reported that the total cost associated with addressing presently known environmental releases and removal of all above- and below-grade concrete structures to facilitate the level of redevelopment contemplated in the UMore Park Concept Master Plan is estimated at \$20-28 million. The group recommends that the University complete only the remediation required by the Minnesota Pollution Control Agency at this time, with further cleanup awaiting future market-driven redevelopment or sale.

Buhr stated that research at UMore Park generates significant external funding for the University. In 2014, 518 acres of land were used for research trials supported by grants totaling \$6.3 million. Over the 40-year life of the gravel mining contract, the loss of agricultural research at UMore Park represents a present value loss of \$71.4 million. The group recommends that the University pursue options with Dakota Aggregate to shield more critical research plots from mining activity for a longer period of time than outlined in the current contract.

Pfutzenreuter described that long-term development of UMore Park will require significant relocation expenditures and lost income. These costs would be spread across the estimated 40-50-year development horizon. The group recommends that the University not be directly involved in vertical development, and only undertake horizontal development in an exceptional circumstance where a clear financial benefit exists.

In response to questions from Regent Johnson, Pfutzenreuter emphasized that the relationship with affected local units of government was strong. Mayor Droste came forward to note support for the resolution.

Regent Beeson reiterated that the Board reserves the right to approve future development agreements and land sales. He noted that the resolution provides strong direction regarding research on the site.

Regent Brod commented that the resolution represents the right approach for the strategic change needed regarding UMore, adding that the new direction is much more mission-focused.

Regent Frobenius referenced years of Board action regarding UMore and offered that development of the parcel was a perennial concern of past Boards. He noted that the proposal allows the University to remain in charge of UMore without funding development and implements a critically needed market test regarding potential projects.

Regent Simmons offered a reminder that an earlier Board had established principles governing UMore. She shared a few of those principles, noting that the proposal aligns with them.

Regent Allen acknowledged that the UMore project had not turned out exactly as originally planned but expressed hope that the experience would not dampen the institution's appetite for trying new things.

Regent McMillan commented that the proposal rightfully honored key stakeholders and agricultural research long-term. He voiced concern about the project being a distraction for the president's senior team, stating that the University needs to become more focused on research and remain focused on teaching and outreach.

Regent Devine offered that while the proposal sets a direction for the future of UMore, there was still much to evaluate. He asked for greater clarity on staffing and budgeting, and questioned whether the proposal closes the door on the preservation of land to support the University's land grant mission.

Regent Lucas reiterated the potential of UMore Park to benefit the University and added her desire that the Foundation's real estate office be leveraged regarding UMore land decisions going forward.

The Board of Regents voted unanimously to approve the Resolution Related to the Reorganization of UMore Park Development Project, as follows:

WHEREAS, the University embraces UMore Park as a unique development and research opportunity in the region; and

WHEREAS, the University of Minnesota's primary focus is its historical commitment to the people of the State of Minnesota to deliver what the University does best: teaching, research and public service; and

WHEREAS, UMore Park represents a valuable asset that should be used to advance University teaching, research and public service mission and future sale and development of UMore Park land will achieve this goal; and

WHEREAS, the primacy of the University's mission, market conditions and financial realities have compelled the University to embark on a revised vision and strategy for UMore Park aimed at maximizing financial return, avoiding direct financial risk and reflecting the University's values; and

WHEREAS, the future development of UMore Park should be market-sensitive and delivered through market-based projects that represent the highest and best use of the land; and

WHEREAS, the activities, expertise and commitment of UMore Development LLC and its Board of Governors have materially assisted the University in beginning gravel mining operations and in its planning for the development of the land in Rosemount; and

WHEREAS, the president has determined that the University's interest in UMore Park are now best be served and maximized by allowing market forces and private actors to more directly affect the development of the land and therefore the need for the UMore Development LLC to lead future planning is diminished;

NOW, THEREFORE, BE IT RESOLVED that

a) UMore Park will become a vibrant, market-driven community for residents and business.

b) UMore Park development will proceed in stages spread across decades, focusing first on those parcels most ready to be developed.

c) The University will prioritize retention of land determined to be essential for fulfilling our research mission, based upon academic research needs.

d) UMore Park development that is market-based and led by business, commercial and residential real estate developers will produce the highest potential financial return to the University over time.

e) Opportunities to incorporate the original Concept Master Plan (2008) vision will be considered when executing transactions involving the sale of UMore Park land, but only to the extent that there is a private market demand for such elements and that such concepts serve to protect or enhance the development value of the remaining site.

f) The University will maximize its financial return selling land at UMore Park through public processes, at competitive prices, benchmarked to market rates.

g) To achieve the highest value, the University will engage with city, county and townships and private developers in the planning of, and participation in, development projects at UMore Park.

h) To protect the future value of the entire property, the University will be actively engaged with local jurisdictions and private parties in ensuring that development projects at UMore Park protect and enhance the value of subsequent development stages. Key strategies to achieve that goal may include site plan review to ensure that infrastructure, open spaces and amenities plans meet long-term development goals.

i) The University will not take a direct role in vertical development activities. It may participate in horizontal development on an exceptional basis but only to the

extent required to achieve a clearly identified University need or to address a University responsibility as part of a broader development activity, and when such participation is also financially advantageous with an acceptable return on investment.

j) All land sale proposals must be approved by the Board of Regents. The University intends to advance proposals that are economically sound, compatible with the vision articulated in this resolution, reflective of private sector demand, and in alignment with adjacent community needs, desires, and standards.

k) Net proceeds derived from the mining of gravel and from land sale transactions will be deposited into the Legacy Endowment as directed by the Board of Regents in 2009.

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Board of Regents authorizes and approves the dissolution of the UMore Development LLC and authorizes, empowers and directs the President to take all acts necessary including executing and delivering instruments in the name of the University, to realize this outcome.

**OVERVIEW OF THE GOVERNOR'S BLUE RIBBON COMMITTEE ON THE
UNIVERSITY OF MINNESOTA MEDICAL SCHOOL AND
RESOLUTION RELATED TO FY 2016-17 BIENNIAL BUDGET REQUEST**

President Kaler introduced Dean Jackson, who provided an overview of the Governor's Blue Ribbon Committee on the University of Minnesota Medical School, as detailed in the docket. He explained that the governor created the Blue Ribbon Committee to advise on future strategies to strengthen the position of the University's Medical School by ensuring the School's national preeminence; sustaining the University's national leadership in health care research, innovation, and service delivery; expanding the University's clinical services; and addressing the state's health workforce needs.

Jackson reminded the Board that the governor included \$30 million for the University of Minnesota Medical School in his FY 2016-17 biennial budget proposal. This funding will be used to develop medical discovery teams into which tenure-track faculty will be hired, thus helping raise National Institutes of Health (NIH) funding for the University. Funds will also be directed toward research infrastructure investment and expanding rural and statewide medical programs, clinics, and facilities. The proposal also includes support for the University's Healthy Minnesota request.

Pfutzenreuter reported that the University's 2016-17 biennial budget request, previously approved by the Board at its October 10, 2014 meeting, has increased by \$21 million. This change reflects a decrease in the Healthy Minnesota request and includes the \$30 million proposed by the governor.

In response to a question from Regent Simmons, Jackson explained that interim operating costs would be offset by the goal of recruiting top faculty to the school. The University intends to cover the initial costs through grants and NIH funding resulting from a focus on team hires and acquiring top talent. He further detailed that the success of the institution will then lead to additional funds through increased philanthropy and more industry advancements such as patents and royalties. In response to Jackson's explanation, Simmons reminded the Board that the timeframe is longer for the return on investment and that patience is important.

In response to a question from Regent Devine, Jackson agreed that the University of Minnesota Medical School has a strong relationship with Mayo. He added that the proposed team hires will be open to continued collaboration and will partner with anyone they feel is necessary for success.

In response to a question from Regent Frobenius, Jackson addressed the plan for residency funding and assignment of residents to specialties. He emphasized that there is support for a model in which residency decisions are administered by the supporting institution, not the hospitals. This model will ensure the best allocation of residents based on the needs of the state.

In response to a question from Regent McMillan, Kaler indicated that it was too soon to tell what will come in the governor's final budget.

The Board of Regents voted unanimously to approve the Resolution Related to Amended State Biennial Budget Request for FY 2016-17, as follows:

WHEREAS, the Governor of the State of Minnesota issued an Executive Order on July 30, 2014 establishing the Governor's Committee on the University of Minnesota Medical School; and

WHEREAS, this committee consisted of a Blue Ribbon Commission of members including Dean/VP Jackson, Medical School faculty, health system leaders, health providers, state officials and legislators; and

WHEREAS, this Blue Ribbon Commission was charged with developing recommendations to ensure the Medical School's national preeminence by attracting and retaining world-class faculty, staff, students, and residents; sustain the University's national leadership in health care research, innovation, and service delivery; expand the University's clinical services to strengthen its ability to serve as a statewide resource for providers and patients, as a training site for health professional students and residents, and as a site for cutting-edge clinical research; and to address the state's health workforce needs to serve Minnesota's broad continuum of health care needs, including primary care, a growing aged population, and increased chronic health needs; and

WHEREAS, the Blue Ribbon Commission issued a report in January 2015 recommending seven strategies to meet this charge, including investments in research, faculty recruitment, workforce development, and facilities; and

WHEREAS, Governor Dayton has proposed \$30 million in FY 2016-17 for the University of Minnesota Medical School to hire top researchers (Medical Discovery Teams), support clinical research support services, and invest in physician training programs that benefit rural underserved communities; and

WHEREAS, this funding will allow the Medical School to hire 50 new researchers, 8 researchers in FY 2016-17 and 10 per year thereafter, increase NIH grant awards, and improve the ranking of the Medical School;

NOW, THEREFORE, BE IT RESOLVED that the biennial budget request for the 2016-17 biennium be amended to include support for the Governor's proposal for \$30 million to the University of Minnesota Medical School in the FY 2016-17 biennium; and

BE IT FURTHER RESOLVED that the Healthy Minnesota request that is part of the University's 2016-17 request is reduced by \$9,000,000 for the biennium by removing the clinical research support services, which are instead included in the Governor's proposal. The amended Healthy Minnesota request will now be for a general fund appropriation of \$7,500,000 in fiscal year 2016 and \$18,000,000 in FY 2017 for a

biennial total of \$25,500,000 for health professional workforce and new models of health promotion and care initiatives.

**ECONOMIC DEVELOPMENT: HOW THE UNIVERSITY IS
ENHANCING INDUSTRY PARTNERSHIPS**

Vice President Herman introduced Maura Donovan, Executive Director of the Office of University Economic Development (UED), to explain how UED is implementing goals set out by the University's research strategic plan, as detailed in the docket. These goals are to expand economic development and external engagement, reengineer public-private partnerships, and showcase the economic impact of University research. She noted that these goals directly align with UED's mission, which is to strengthen the University's ties to business and community partners and to help grow and diversify Minnesota's economy.

Donovan detailed a number of UED initiatives implemented over the past year. They include partnerships with the University of Minnesota Foundation to co-lead the Corporate Engagement Workgroup and facilitate a university-wide, strategic approach to corporate engagement; with U of M Extension to form an Economic Development Network to provide a collaboration forum for units and centers engaged in economic development activities throughout Minnesota; and with the Minnesota Department of Employment and Economic Development to support business retention, expansion and recruitment efforts across the state. She noted that the goal is to reinforce UED's role in connecting statewide partners with University capabilities and build relationships that reinforce collaborative economic development.

Moving forward, UED will work to increase external connections, develop new partnerships and emphasize strategic engagement with key businesses, corporations and industries.

In response to a question from Regent Allen, Donovan explained that the UED portfolio process of tracking companies is helping them gain a better understanding of the types of businesses interested in collaborating with the University. She described the way UED is working with smaller businesses to discuss their widely varying needs.

UPDATE ON NCAA REFORMS

President Kaler introduced the topic of National Collegiate Athletic Association (NCAA) reforms, as detailed in the docket. He asked Norwood Teague, Director of Intercollegiate Athletics, and General Counsel William Donohue to provide additional information. Teague reported on the changes to NCAA legislation related to the newly formed Autonomy Group, which is 65 schools belonging to five major Division I conferences, including the Big Ten.

Teague described changes to NCAA rules and policies as put forward by the Autonomy Group. Under new rules, financial aid is to be awarded for tuition and fees, room and board, and books, in addition to other expenses related to attendance at the institution such as transportation. He noted that the new rules also require a more stringent concussion safety protocol and approval of each school's protocol by the NCAA Concussion Safety Protocol Committee. Teague added that the new rules allow a student to purchase insurance for loss of value, in addition to disability, injury or illness, and prohibit the reduction or nonrenewal of a student-athlete's financial aid for athletic reasons.

Donohue detailed the status and potential impact of several lawsuits involving college athletics, including *O'Bannon v. EA Sports and NCAA*, which addresses using an athlete's image or likeness in video games. He noted that the University has identified 512 affected student-

athletes and submitted their names for review by the class administrator, who will determine if they are eligible for compensation. Another suit – *Jenkins v. NCAA* – seeks to invalidate all restrictions on compensation for student-athletes. Donohue also explained the NCAA Concussion Litigation, in which several concussion lawsuits have been consolidated into one case against the NCAA. A settlement was reached in the case but rejected by a judge; the case is ongoing. Donohue also reported on the effort underway by Northwestern football players to unionize and be recognized as employees.

In response to a question from Regent Lucas, Teague explained that the cost of attendance among peer institutions varies widely, and that the University is in the middle.

In response to a question from Regent Brod, Donohue emphasized that if the Northwestern players are found to be employees, many implications beyond compensation and unionization will need to be addressed.

In response to a question from Regent Johnson, Teague reported that he has not heard much conversation among the University's student-athletes about the new rules or pending lawsuits. He described the students as being more focused on their academic and athletic performance than on NCAA rulings.

Responding to a question from Regent Omari, Teague stated that he was unsure how popular the new loss of value insurance would be. He explained that only a few athletes have taken advantage of the insurance. He speculated that use of the insurance will be related to which companies participate.

REPORT OF THE AUDIT COMMITTEE

Regent Brod, Chair of the committee, reported that the committee reviewed the external auditor's final report and letter to management; discussed the internal audit quality assurance report; received an internal audit update; and heard a presentation on perspectives on governance and trends in higher education from a senior partner with Deloitte & Touche LLP.

REPORT OF THE LITIGATION REVIEW COMMITTEE

Regent McMillan, Chair of the committee, reported that pursuant to notice sent by the University, the Litigation Review Committee met on February 12, 2015. A resolution was considered and passed that authorized the closing of the meeting. In the closed meeting a discussion was held of matters subject to the attorney-client privilege.

REPORT OF THE FACILITIES & OPERATIONS COMMITTEE

Regent Allen, Chair of the committee, reported that the committee voted unanimously to recommend:

- a) Approval of amendments to the FY 2015 Capital Budget as presented to the committee and described in the February 12, 2015 minutes:
 1. Design of Intercollegiate Athletics Athletes' Village (Twin Cities Campus).

The Board of Regents voted unanimously to approve the recommendation of the Facilities & Operations Committee.

Allen reported that the committee also reviewed the annual update on sustainability in operations; discussed long-range planning through balancing stewardship, focus, and growth; and reviewed a number of information items outlined in the docket materials.

REPORT OF THE FACULTY & STAFF AFFAIRS COMMITTEE

Regent Frobenius, Chair of the committee, reported that the committee voted unanimously to recommend:

- a) Approval of the Consent Report for the Faculty & Staff Affairs Committee as presented to the committee and described in the February 12, 2015 committee minutes.

The Board of Regents voted unanimously to approve the recommendation of the Faculty & Staff Affairs Committee.

Frobenius reported that the committee also considered a proposed scholarship program pilot for the Crookston campus; discussed human resources needs in the College of Liberal Arts; reviewed the results of the 2014 employee engagement survey; heard an update on workforce metrics; and received a number of information items outlined in the docket materials.

REPORT OF THE ACADEMIC & STUDENT AFFAIRS COMMITTEE

Regent Simmons, Chair of the committee, reported that the committee voted unanimously to recommend:

- a) Approval of the Consent Report for the Academic & Student Affairs Committee as presented to the committee and described in the February 12, 2015 committee minutes.

The Board of Regents voted unanimously to approve the recommendation of the Academic & Student Affairs Committee.

Simmons reported that the committee also discussed balancing UMTC strategies around enrollment and financial aid; heard about diversifying faculty through the C.L.E.A.R. evidence based-strategies; and discussed academic support and performance of UMTC student-athletes.

REPORT OF THE FINANCE COMMITTEE

Regent McMillan, Chair of the committee, reported that the committee voted unanimously to recommend:

- a) Approval of the Consent Report for the Finance Committee as presented to the committee and described in the February 12, 2015 committee minutes.
- b) Approval of the budget amendment for the Enterprise System Upgrade Program.

The Board of Regents voted unanimously to approve the recommendations of the Finance Committee.

McMillan reported that the committee also reviewed the following annual reports: the investment performance and peer benchmarking report, the capital finance and debt management report, and the insurance and risk management report.

REPORT OF THE SPECIAL COMMITTEE ON ACADEMIC MEDICINE

Regent Cohen, Chair of the committee, reported that the committee did not meet this month.

The meeting adjourned at 11:49 a.m.

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

BRIAN R. STEEVES
Executive Director
and Corporate Secretary



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Report of the President

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: President Eric W. Kaler

Background Information

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



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Report of the Chair

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Regent Richard Beeson

Background Information

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



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Receive & File Reports

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Regent Richard Beeson

Purpose & Key Points

The following items are included for receipt and filing:

- A. Annual Capital Financing & Debt Management Report
- B. Quarterly Report of Grant and Contract Activity

Annual Capital Financing and Debt Management Report

*Finance Committee
February 12, 2015*



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

Outline of Presentation

- *Guiding Principles of Debt Issuance*
- *Debt Management Oversight Committees*
- *University's Capital Structure*
- *Credit Rating*
- *Key Financial Indicators*
- *Peer Group Analysis*

Issuance of Debt – Guiding Principles

- Cannot use debt transactions to fund operating costs
- Use taxable debt when financial considerations indicate its use is in the best interest of the University
- Preserve core long-term debt ratings at Aa/AA category and short-term core debt rating of A-1/P-1
- Receive an investment grade credit rating for special purpose debt
- Maintain key financial metrics to assure continued access to capital markets
- Minimize borrowing costs at acceptable levels of risk over life of the issue
- Maintain portfolio of variable and fixed-rate debt that is in the long-term best interest of the University.

Debt Management Oversight Committees

Debt Process Team (DPT)

- Acts as trustee to draw bond proceeds to reimburse project expenditures, and establishes and insures that appropriate accounting and compliance procedures are in place and working properly.
- Coordinated by Director of Debt Management – team includes representatives from Accounting Services, Treasury Operations, University Tax Management, & University Services – Finance.

Debt Oversight Group (DOG)

- Supports and advises the Treasurer and Director of Debt Management in policy decisions, capital financing strategies, debt capacity analysis; periodically reviews the debt management processes to insure compliance with University and tax requirements.
- Coordinated by the Director of Debt Management – members include the Treasurer, Controller, Chief Investment Officer, University Tax Director, Assistant VP University Services, CFO of Academic Health Sciences, & Associate General Counsel.

Debt Management Advisory Committee (DMAC)

- Advises the Finance Committee of the Board of Regents on debt management issues; formulates, evaluates, and monitors debt management policies designed to serve the financial objectives of the University of Minnesota.
- Chaired by Regent Allen & coordinated by the Director of Debt Management – members include the Treasurer, faculty member in Carlson School of Management specializing in finance, and 5 external finance professionals.

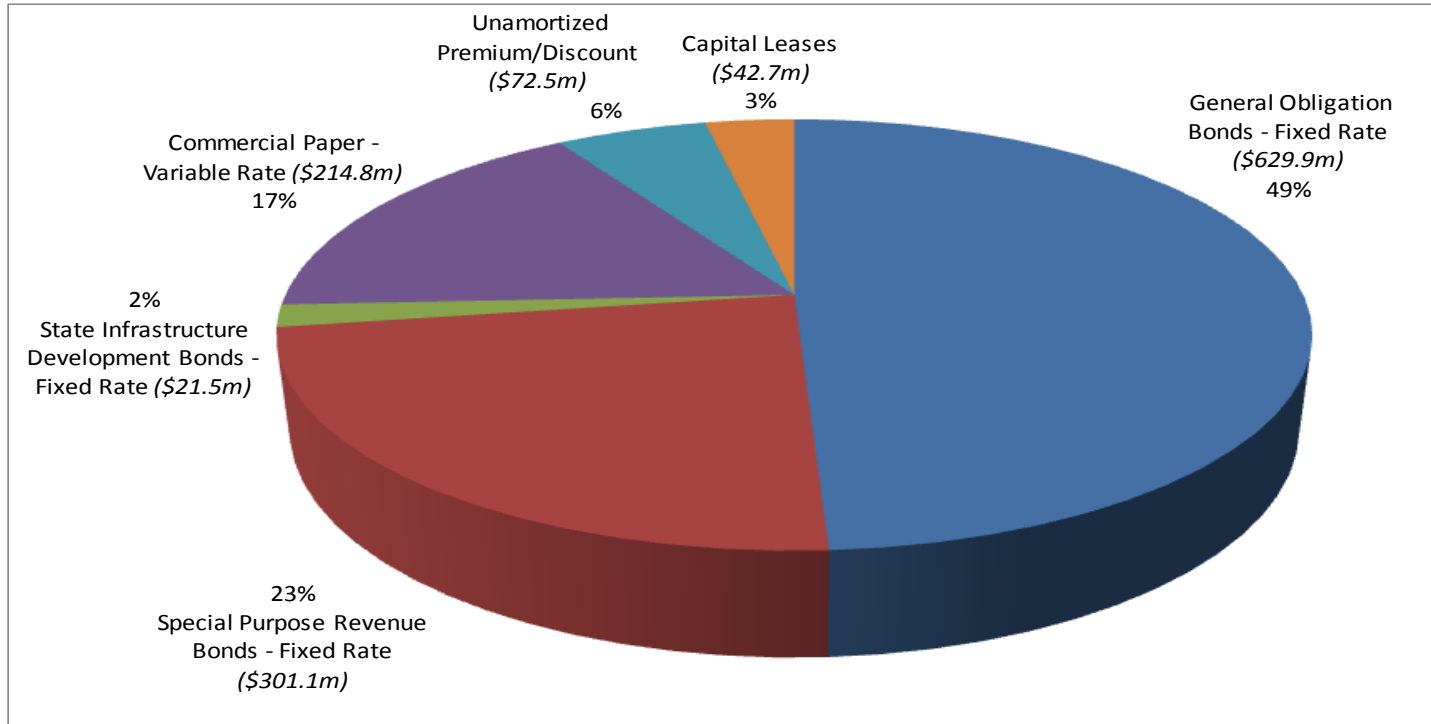
Long-Term Debt As of June 30, 2014

(000s omitted)

	Final payment due in fiscal year	Beginning Balance	Additions	Reductions	Ending Balance
General Obligation Bonds Series 2013D *	2039	\$ 0	\$ 12,760		\$ 12,760
General Obligation Bonds Series 2013A&B	2038	87,350		2,095	85,255
General Obligation Bonds Series 2011D	2037	52,450		1,195	51,255
General Obligation Bonds Series 2011C	2037	19,035		530	18,505
General Obligation Bonds Series 2011A	2037	297,005		21,415	275,590
General Obligation Bonds Series 2010B	2036	39,505		1,305	38,200
General Obligation Bonds Series 2010C&D	2016; 2030	31,640		1,425	30,215
General Obligation Bonds Series 2009C&D	2022; 2029	71,030		3,120	67,910
General Obligation Bonds Series 2009A&B	2029; 2034	51,955		1,750	50,205
Commercial Paper Notes Series A, B, C, D	2029	230,050		15,250	214,800
Obligations to the State of Minnesota pursuant to Infrastructure Development Bonds (IDB)	2026	25,817		4,306	21,511
Auxiliary Revenue Bonds	2014	620		620	0
Special Purpose Bonds – Series 2013C *, 2011B, 2010A	2039	160,275	35,395	3,835	191,835
Special Purpose Revenue Bonds – Series 2006	2030	113,995		4,695	109,300
Unamortized premiums and discounts	2039	73,725	2,831	4,031	72,525
Capital leases and other	2025	46,278	1,944	5,581	42,641
TOTAL PER FINANCIALS		\$ 1,300,730	\$ 52,930	\$ 71,153	\$ 1,282,507

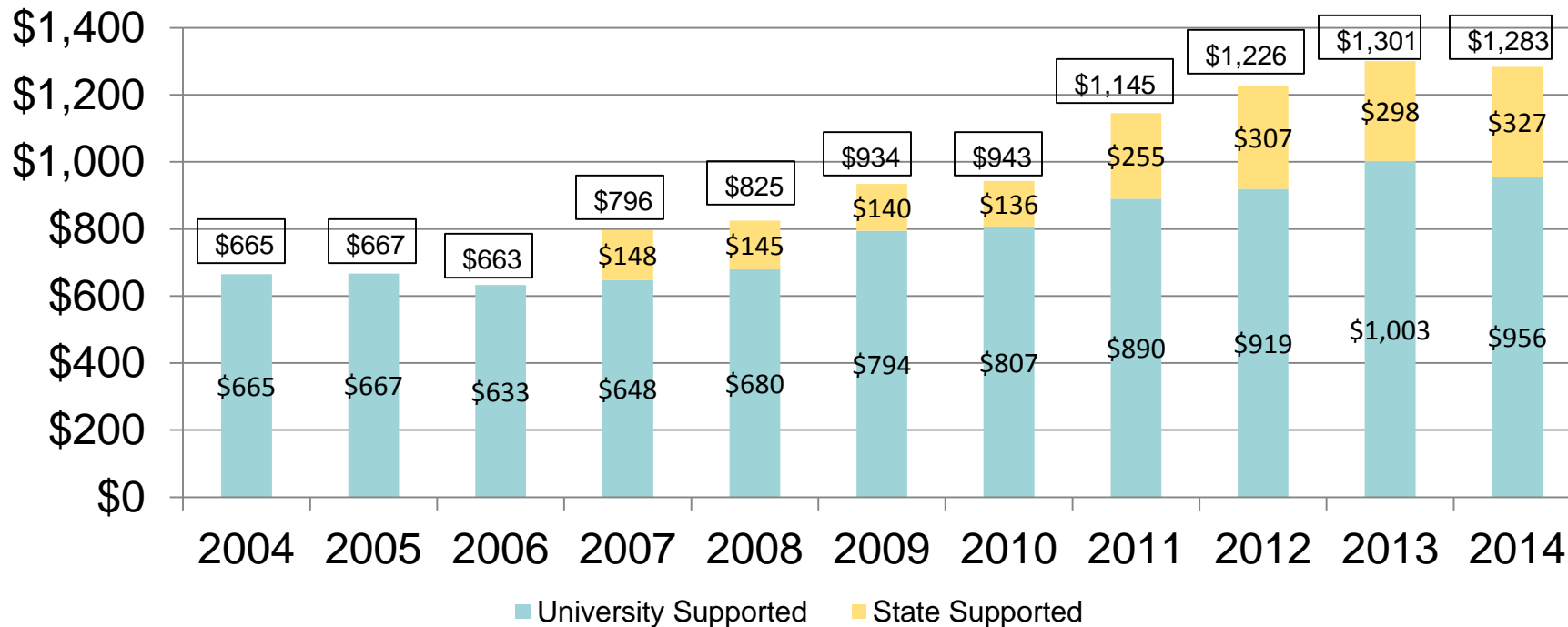
* FY14 additions (Series 2013C&D) funded the Microbiology Research Building – project #4 of the Biomedical Science Research Facilities

Debt Profile as of June 30, 2014 – \$1,282,507,000



Outstanding Debt at June 30 – per financials

Ten Year Comparison (in millions)



Long-Term Debt Activity – Ten Year Summary

(Per financials - in millions)

	University Supported	State Supported	Total
Beginning balance, 6/30/04	\$ 664.9	\$ 0.0	\$ 664.9
Additions	1,194.6	368.3	1,562.9
Refundings	(441.9)		(441.9)
Payments	<u>(461.8)</u>	<u>(41.6)</u>	<u>(503.4)</u>
Ending Balance, 6/30/14	\$ 955.8	\$ 326.7	\$ 1,282.5

Net change over 10 years	\$ 290.9	\$ 326.7	\$ 617.6
Percentage of total	47%	53%	100%

Long Term Debt Analysis – Five Year Comparison

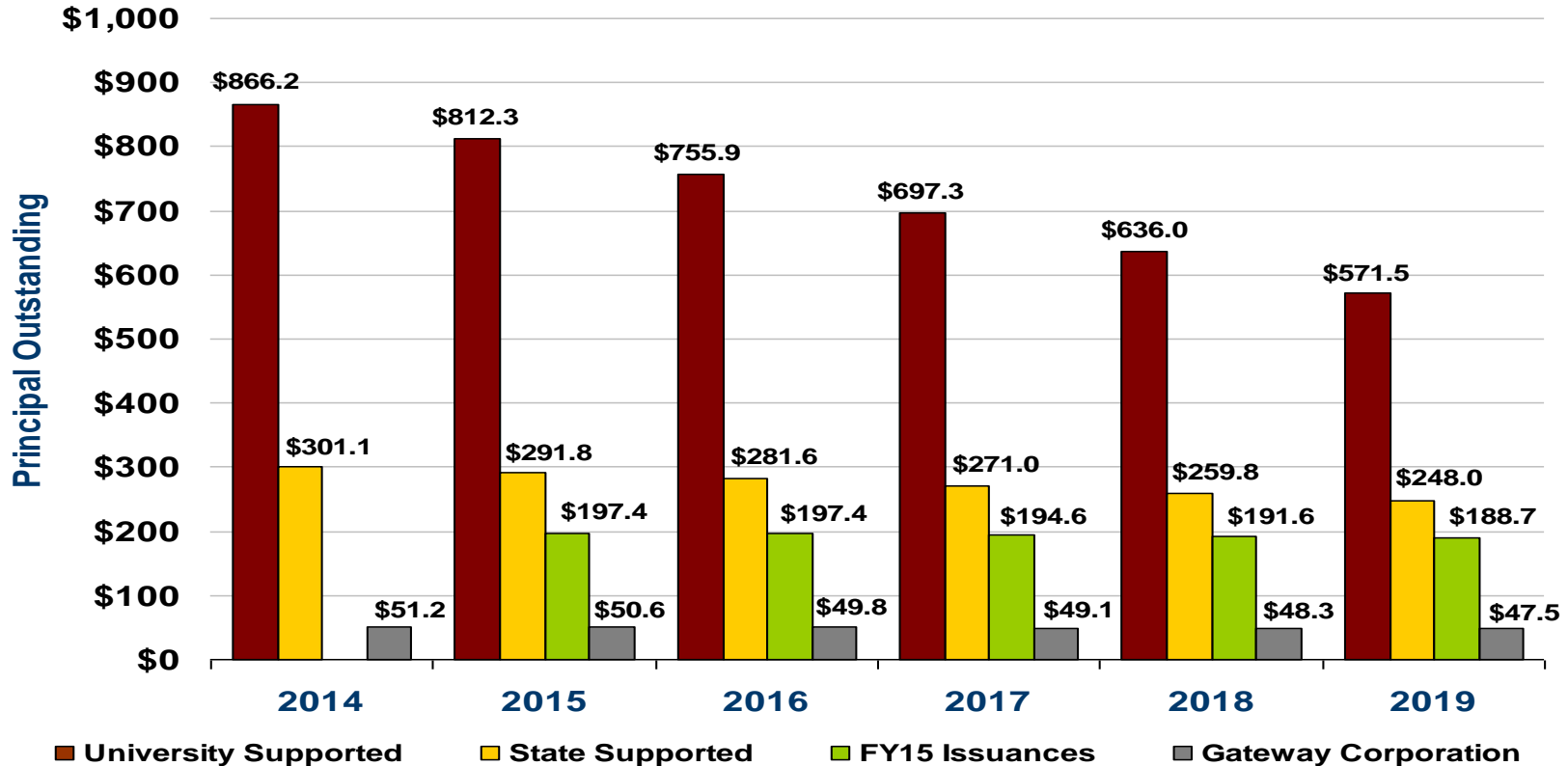
(in millions)

	<u>6/30/10</u>	<u>6/30/11</u>	<u>6/30/12</u>	<u>6/30/13</u>	<u>6/30/14</u>
Total Outstanding per financials	\$ 943.4	\$ 1,145.4	\$ 1,226.4	\$ 1,300.7	\$ 1,282.5
Less: Capital leases and other	(6.2)	(6.0)	(6.0)	(46.3)	(42.7)
Less: Unamortized premiums/discounts	(14.7)	(59.0)	(68.3)	(73.7)	(72.5)
University Bonds and Commercial Paper	\$ 922.5	\$ 1,080.4	\$ 1,152.1	\$ 1,180.7	\$ 1,167.3
University Supported	\$ 795.6	\$ 846.2	\$ 870.4	\$ 906.4	\$ 866.2
State Supported	\$ 126.9	\$ 234.2	\$ 281.7	\$ 274.3	\$ 301.1
Fixed Rate* / Variable Rate	86% / 14%	89% / 11%	91% / 9%	86% / 14%	88% / 12%
University Issued / State Issued	96% / 4%	97% / 3%	97% / 3%	98% / 2%	98% / 2%
Weighted Average University Debt	3.82%	3.63%	3.65%	3.55%	3.40%
Annual debt service (principal paid + interest expense)	\$ 84.0	\$ 98.3	\$ 101.0	\$ 107.8	\$ 112.8

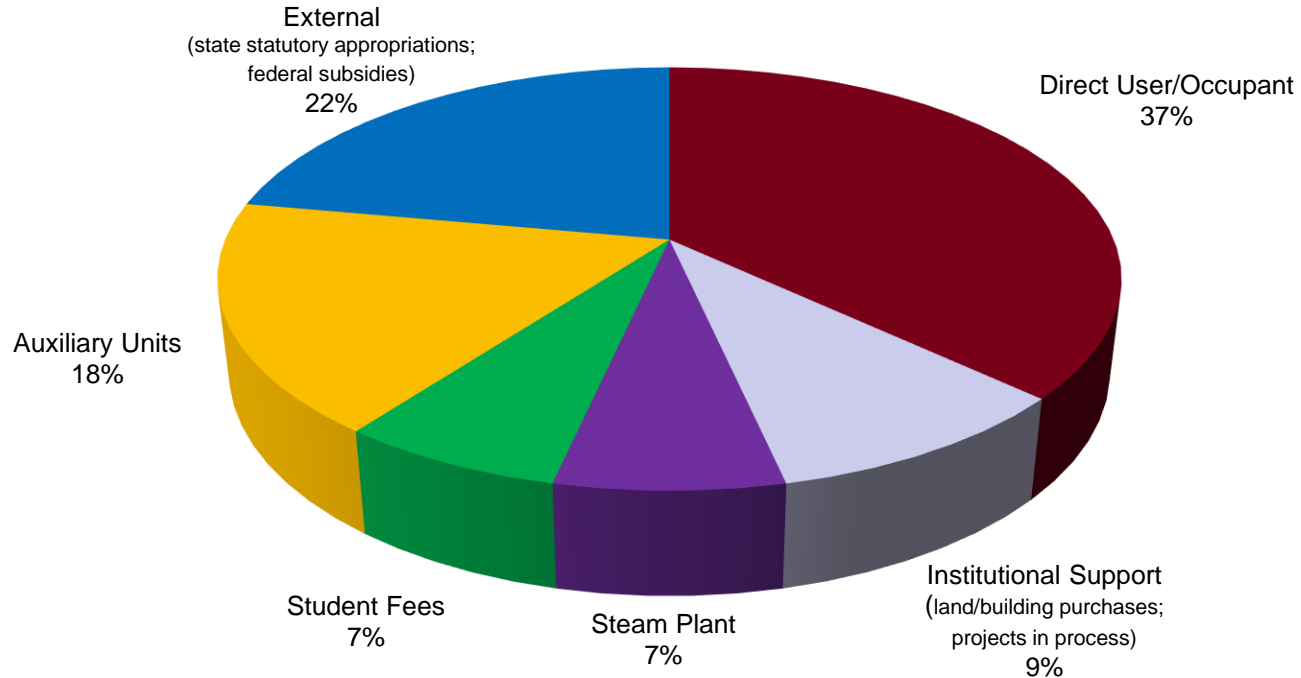
* Includes impact of synthetically fixed swaps

Current Amortization Structure – Par (in millions)

6/30/14 Outstanding Debt Plus FY15 Issuances



Funding of External Debt Service

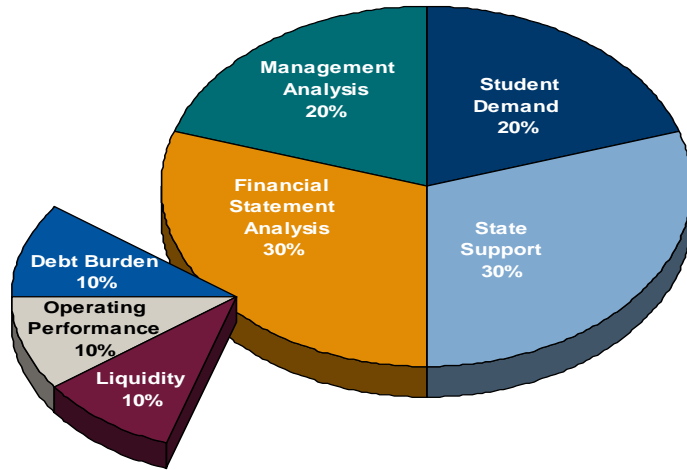


Projected Long Term Debt as of June 30, 2015

(in millions)

	<u>University Supported</u>	<u>State Supported</u>	<u>FY15 Issuances</u>	<u>Total</u>
Balance June 30, 2014 <i>(at par)</i>	\$ 866.2	\$ 301.1		\$ 1,167.3
GO Series 2014B – ACC <i>(issued 8/6/14)</i>			\$ 145.8	145.8
CP Series E – Bell Museum <i>(issued 12/17/14)</i>			51.6	51.6
Scheduled principal reductions	<u>(53.9)</u>	<u>(9.3)</u>	<u>(0)</u>	<u>(63.2)</u>
Subtotal <i>(at par)</i>	812.3	291.8	197.4	1,301.5
Unamortized premium/discount <i>(projected at 6/30/15)</i>	44.1	24.3	13.4	81.8
Capital leases <i>(projected at 6/30/15)</i>	<u>42.6</u>	<u>0</u>	<u>0</u>	<u>42.6</u>
Projected balance June 30, 2015	\$ 899.0	\$ 316.1	\$ 210.8	\$ 1,425.9

Credit Rating and Debt Capacity Determinants



Student Demand - **Strong “Aa”**

- Solid student market position

Financial Statement Analysis - **Strong “Aa”**

- Strength of General Obligation pledge
- Solid financial resources— particularly relative to debt and enrollment
- Debt per student in line with peers
- Debt service as a percentage of budget is moderate

State Support - **State of Minnesota “Aa1/AA+”**

- History of strong appropriations, but budget pressures continue

Management Analysis - **Strong “Aa”**

- Analyst’s assessment of University management strength
- Research position and strategy

An analysis of student demand, market position and financial indicators places the University of Minnesota solidly in the strong “Aa” category. Debt capacity and credit ratings are not a function of ratios alone, but are highly dependent on other factors such as debt strategy, essentiality of debt, future fundraising, revenue producing capability and debt structure.

Letter Ratings to Designate University Credit Quality

Moody's Investors Service Rating
Aaa
Aa1 , Aa2, Aa3
A1, A2, A3
Baa1, Baa2, Baa3
Ba1, Ba2, Ba3
B1, B2, B3
Caa to C

Financial Security Evaluation
Exceptional
Excellent
Good
Adequate
Moderate
Weak
Default

Standard and Poor's Rating
AAA
AA+, AA , AA-
A+, A, A-
BBB+, BBB, BBB-
BB+, BB, BB-
B+, B, B-
CCC to D

The University of Minnesota is currently rated Aa1 by Moody's, and AA by Standard and Poor's.

University of Minnesota – Ratings Evaluation

STRENGTHS

- Strong market position as Minnesota’s flagship research and land grant university and Big 10 member
- Competitive demand trends and stable enrollment; competitive professional and graduate programs
- Substantial research organization
- Ample financial resources and liquidity
- Positive operating cash flow provides ample debt service coverage
- Operations and cash flow are consistently positive from a well diversified revenue base
- History of solid fund raising

CHALLENGES

- Moderate anticipated debt plans during the next few years
- Federal funding environment & heightened competition for research funding
- Challenging state demographics
- Constrained state funding for operations
- Modest unrestricted financial resources for a public flagship institution

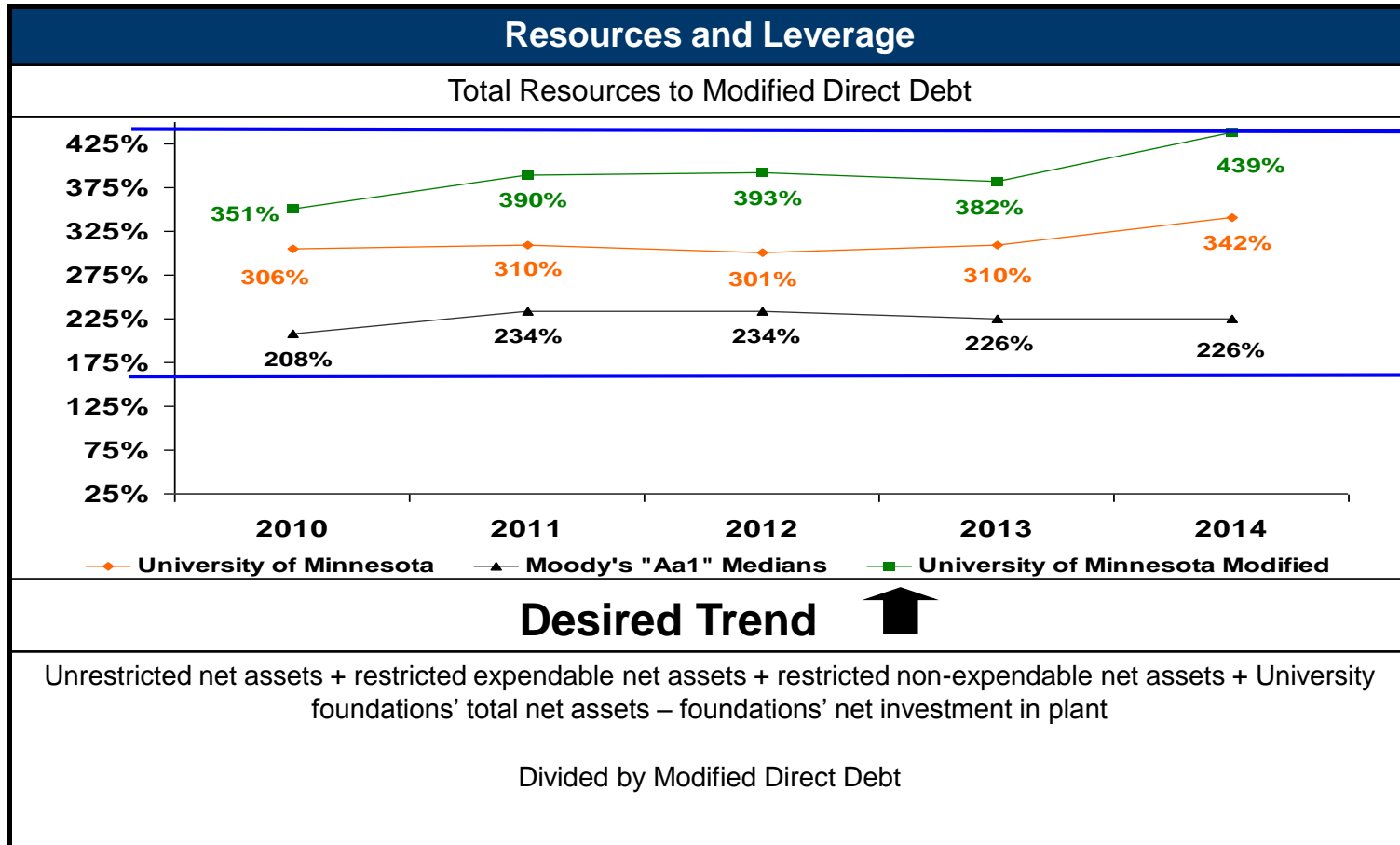
Stable Outlook

Reflects continued favorable student demand and research market positions, positive operating cash flow and debt service coverage despite additional debt plans and constrained state funding and growing financial resources and liquidity. Expectation that the University will be able to translate its brand and market strength into ongoing financial stability.

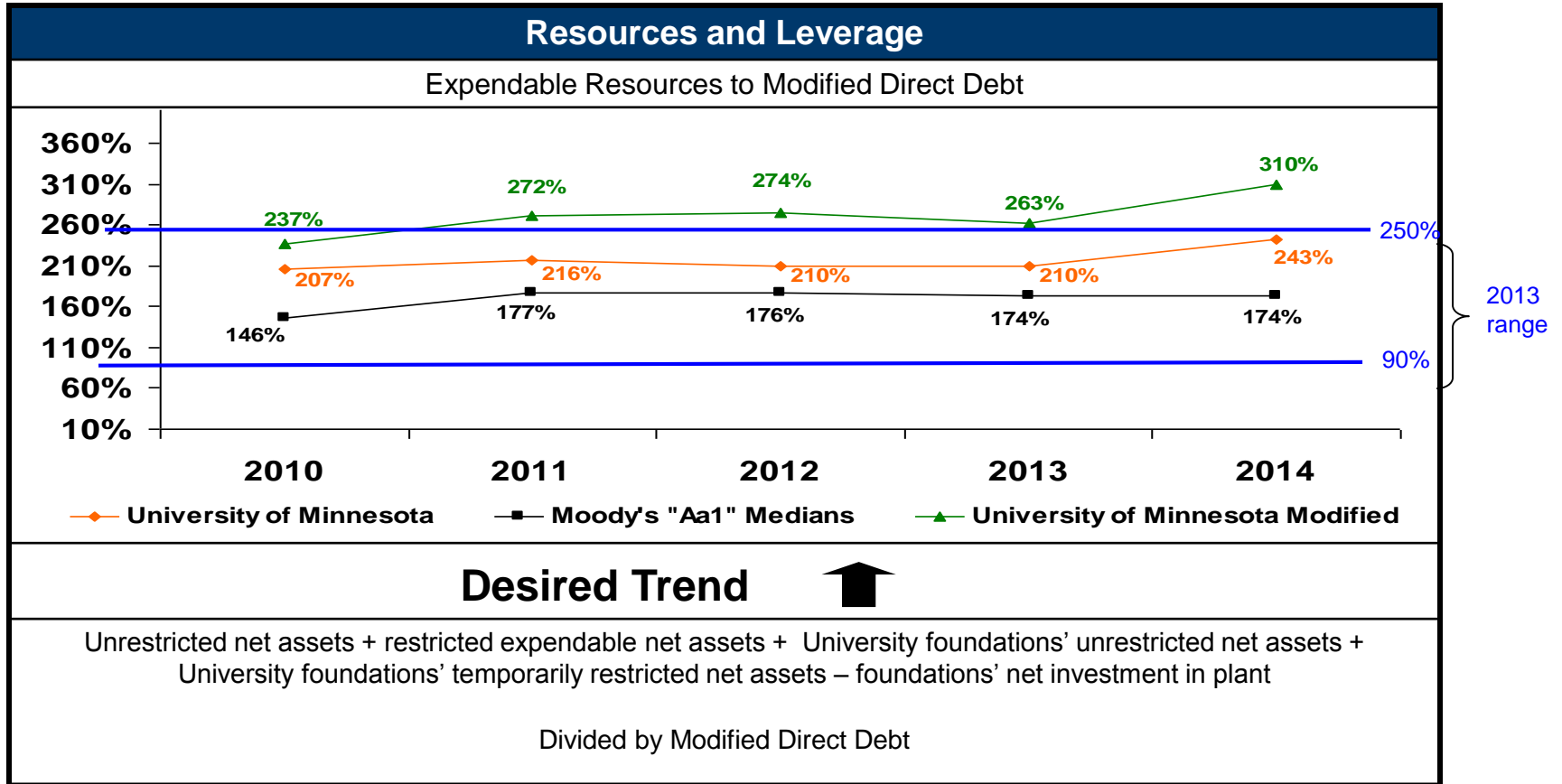
Key Financial Metrics

RATIO	KEY COMPONENT	DEFINITION
A - Total Financial Resources to Modified Direct Debt	Total financial resources <i>Measure of the total financial wealth of the institution</i>	Unrestricted net assets + restricted expendable net assets + restricted nonexpendable net assets + University foundations' total net assets less foundations' net investment in plant
B - Expendable Resources to Modified Direct Debt	Expendable resources <i>Measure of financial resources that are ultimately expendable</i>	Unrestricted net assets + restricted expendable net assets + University foundations' unrestricted/temporarily restricted net assets less foundations' net investment in plant
	Modified direct debt <i>Measure of the direct obligations of the institution</i>	The sum of the University's outstanding debt including capital leases, plus Gateway debt, less the special purpose debt (i.e., state-supported stadium debt and 75% of the biomedical facilities bonds)
C - Debt Service to Operations	Debt service <i>Actual principal & interest paid</i>	Sum of the principal and interest paid on capital debt by the University excluding principal and interest on the special purpose debt
	Operations <i>Measures size of operating budget</i>	University operating expense less scholarships & fellowships, plus interest on capital asset-related debt, excluding the interest on the special purpose debt

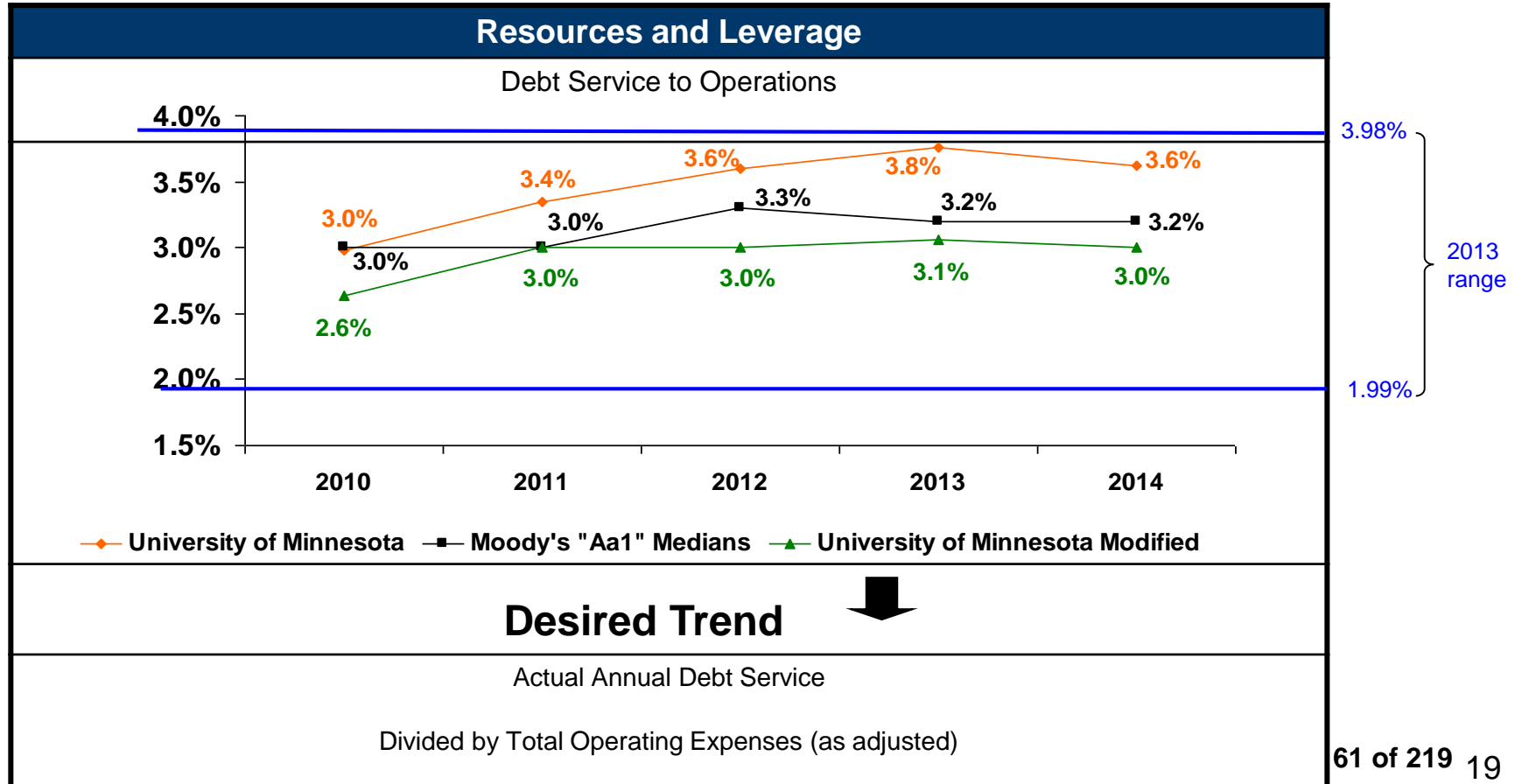
University of Minnesota: Analysis of Key Credit Ratios



University of Minnesota: Analysis of Key Credit Ratios



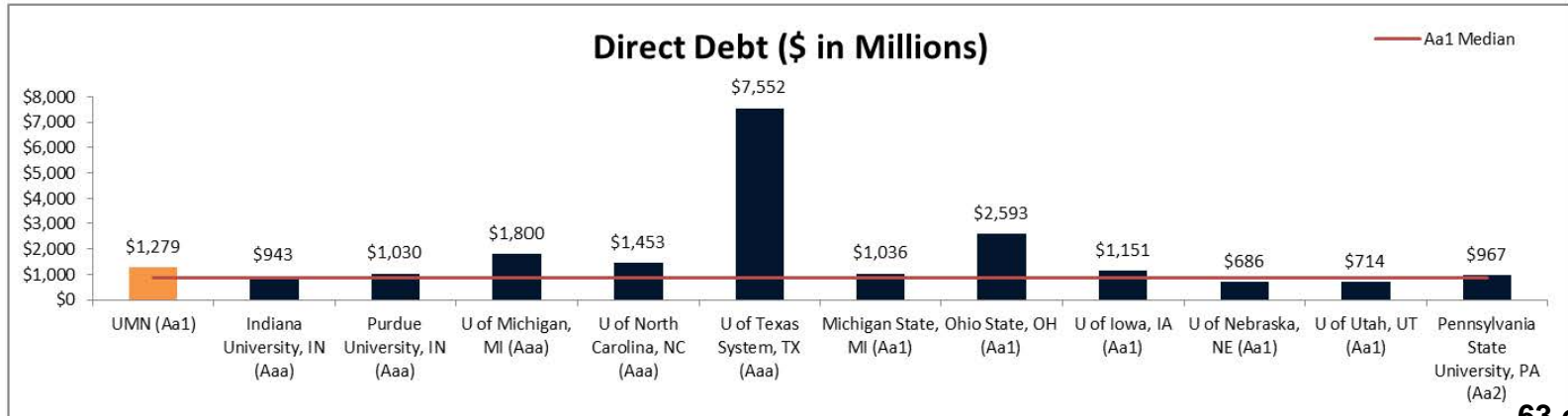
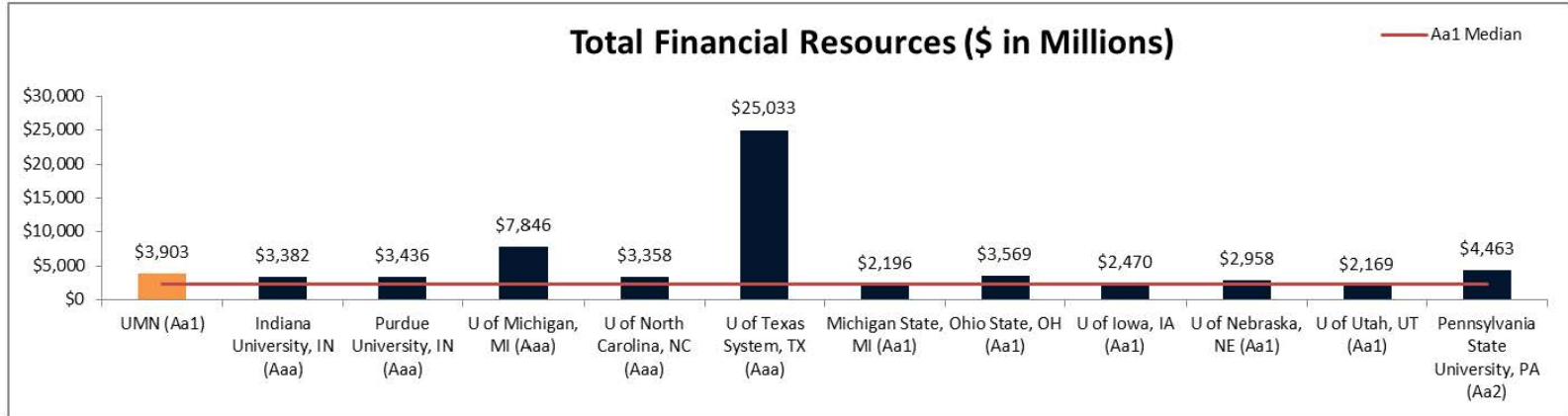
University of Minnesota: Analysis of Key Credit Ratios



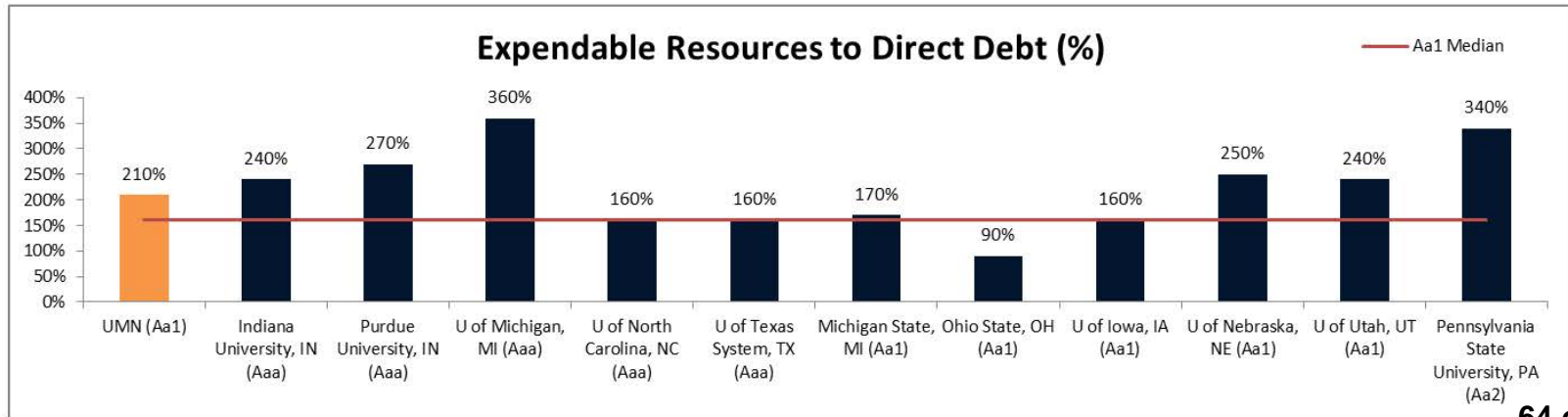
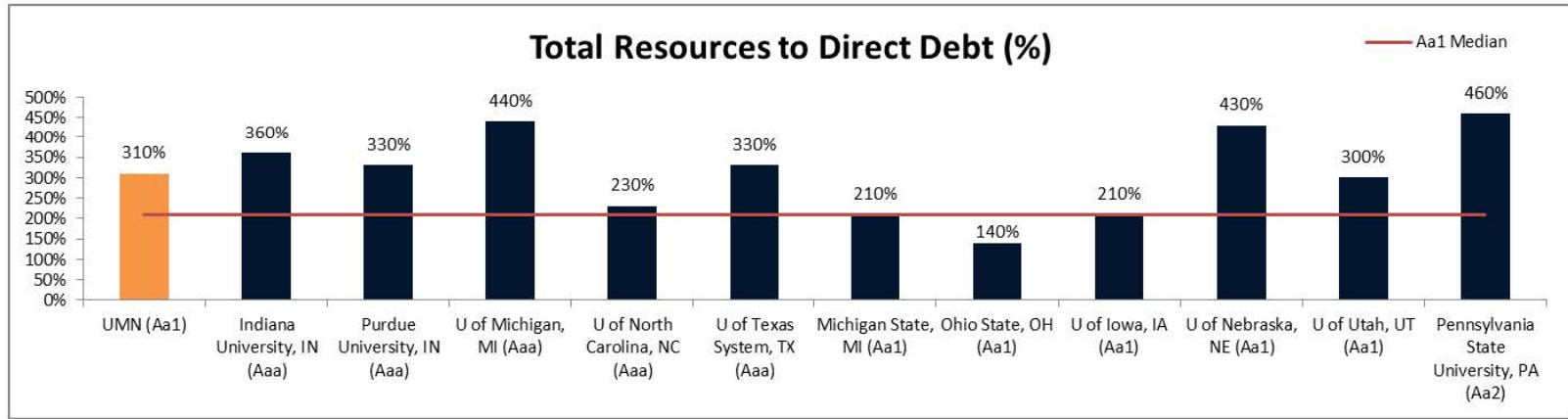
Peer Group Analysis – Data as of 6/30/13

- *Total Financial Resources*
- *Direct Debt*
- *Total Resources to Direct Debt*
- *Expendable Resources to Direct Debt*
- *Debt Service as a % of Operations*
- *Expendable Resources to Operations*

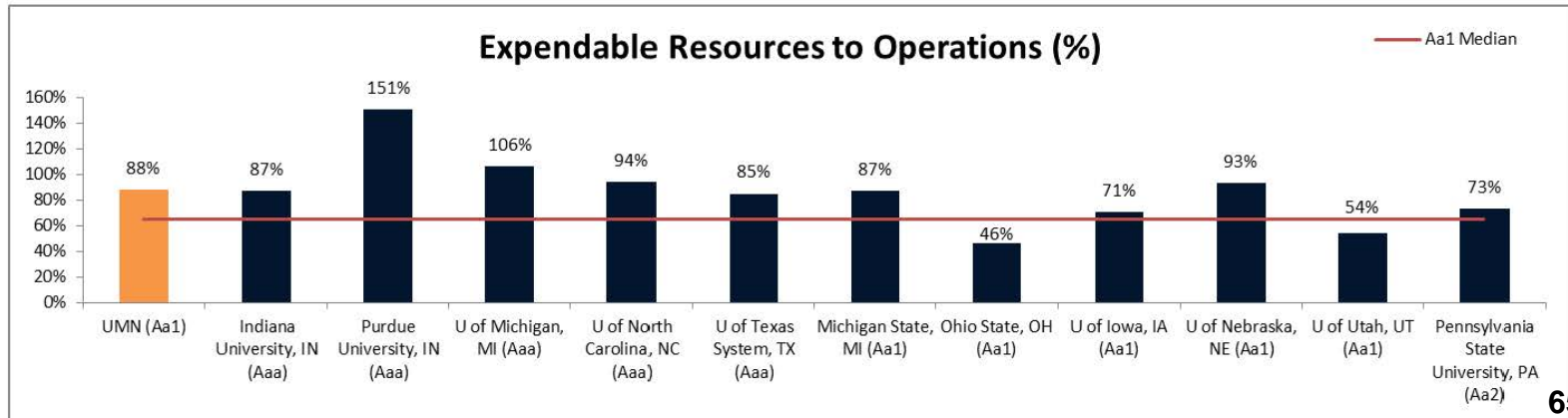
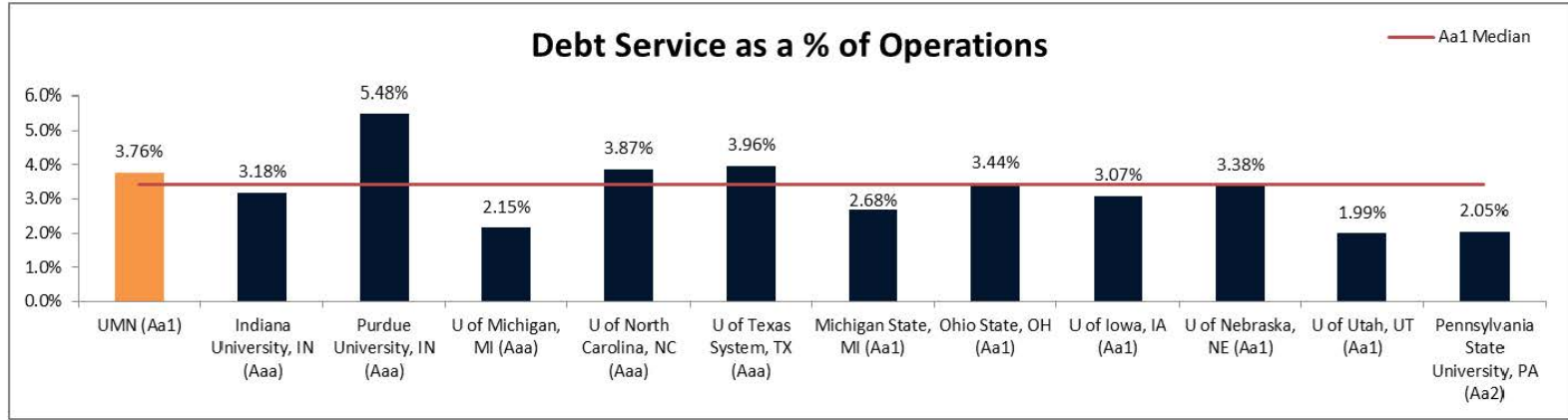
University of Minnesota Peer Group Analysis – 6/30/13



University of Minnesota Peer Group Analysis – 6/30/13



University of Minnesota Peer Group Analysis – 6/30/13





UNIVERSITY OF MINNESOTA

Driven to DiscoverSM



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UofMN



Meeting of the Board of Regents



Quarterly Report of Grant/Contract Activity

Fiscal Year 2015

Second Quarter Data: October - December, 2014

Quarterly Report of Grant and Contract Activity

Fiscal Year 2015 Second Quarter: October - December, 2014

Quarter 2 Summary

Compared with last year's second quarter totals, Fiscal Year 2015 second quarter award activity is down \$4.5M (2.7%) overall with noticeable drops in funding from NIH \$17.6M (46%) and NSF \$10.9M (48.9%). The units with traditionally higher funding levels from NIH and NSF are also down: Medical School is down \$12.4M (29.5%), College of Science and Engineering is down \$7.7M (20.6%), and the School of Public Health is down \$3.1M (17.7%). In contrast, funding from all other sponsor groups is up this quarter. Other Federal is up \$4.6M (10.8%), Business & Industry \$6M (40.6%), Other Private \$3.7M (9.2%), and State & Local Government \$9.8M (121%). The average award amount for the quarter was \$167K.

There were 24 awards of \$1M or more during the quarter. John Deen in Veterinary Medicine received a \$7.9M award from USAID (Other Federal) for his project "One Health Workforce (OHW) Project." In addition, there were nearly twice as many total awards for the quarter in Vet Med with 46 in FY2015 compared with 26 in FY2014. Other Health Sciences activity is up due to awards to Dorothy Hatsukami and Tucker LeBien in AHC Shared Units. Dorothy Hatsukami received two awards totaling \$11.2M from the University of Pittsburgh for her project, "Evaluating New Nicotine Standards for Cigarettes;" she also received a \$2.6M award from the National Cancer Institute for "Models for Tobacco Product Evaluation." Tucker LeBien received two large awards from the State of Minnesota: one award totaling \$4.5M funded his project "Mayo Partnership in Regenerative Medicine;" the other totaling \$7.5M for his project, "Minnesota Partnership for Biotechnology and Medical Genomics." CFANS is up due to four large awards: \$5M (Beth Nelson from USDA), \$1.4M (Nancy Ehlke from Pepsico), \$1.0M (Karen Oberhauser from NSF), and \$1M (Robert Craven from USDA). CBS received several large awards translating into increased funding: Robin Wright (\$1.7M from NSF) and David Marks (\$1M from USDA).

Comparison of FY15 Q2 to FY14 Q2

(Amounts shown in Millions)

by Source		FY14 Q2		FY15 Q2		\$ Change	
Sponsor Group	Sponsor	Number	Amount	Number	Amount	(Amount)	(%)
Federal	NIH	90	38.2	52	20.6	-17.6	-46.0%
Federal	NSF	55	22.4	31	11.4	-10.9	-48.9%
Federal	Other Federal	137	42.1	127	46.6	4.6	10.8%
Private	Business & Industry	280	14.9	332	20.9	6.0	40.6%
Private	Other Private	380	40.1	345	43.8	3.7	9.2%
State & Local	State & Local	82	8.1	76	17.9	9.8	121.0%
Total		1024	165.7	963	161.2	-4.5	-2.7%

by College-Campus	Number	Amount	Number	Amount	\$ Change	
					(Amount)	(%)
Medical School	415	42.0	361	29.6	-12.4	-29.5%
College of Science and Engineering	155	37.6	128	29.9	-7.7	-20.6%
Public Health	73	17.4	47	14.3	-3.1	-17.7%
CFANS	70	8.4	70	13.4	5.1	60.4%
Other	35	8.7	35	4.0	-4.7	-53.7%
CEHD	45	21.2	43	12.4	-8.8	-41.6%
Other Health Sciences	70	13.9	104	31.1	17.2	124.1%
UMC, UMD, UMM, UMR	42	2.0	38	2.4	0.4	19.0%
Dentistry, Nursing, Pharmacy & Vet Med	58	7.7	77	16.5	8.7	112.7%
Other TC Provost	29	2.2	26	1.5	-0.7	-31.4%
CBS	12	2.2	15	3.8	1.6	71.9%
CLA	20	2.3	19	2.2	-0.1	-3.7%
Total	1024	165.7	963	161.2	-4.5	-2.7%

University of Minnesota
Quarterly Report of Grant and Contract Activity
 Fiscal Year 2015 Second Quarter: October - December, 2014

Figure 1: FY15 Q2 Award Dollars by Funding Source
 (in millions)

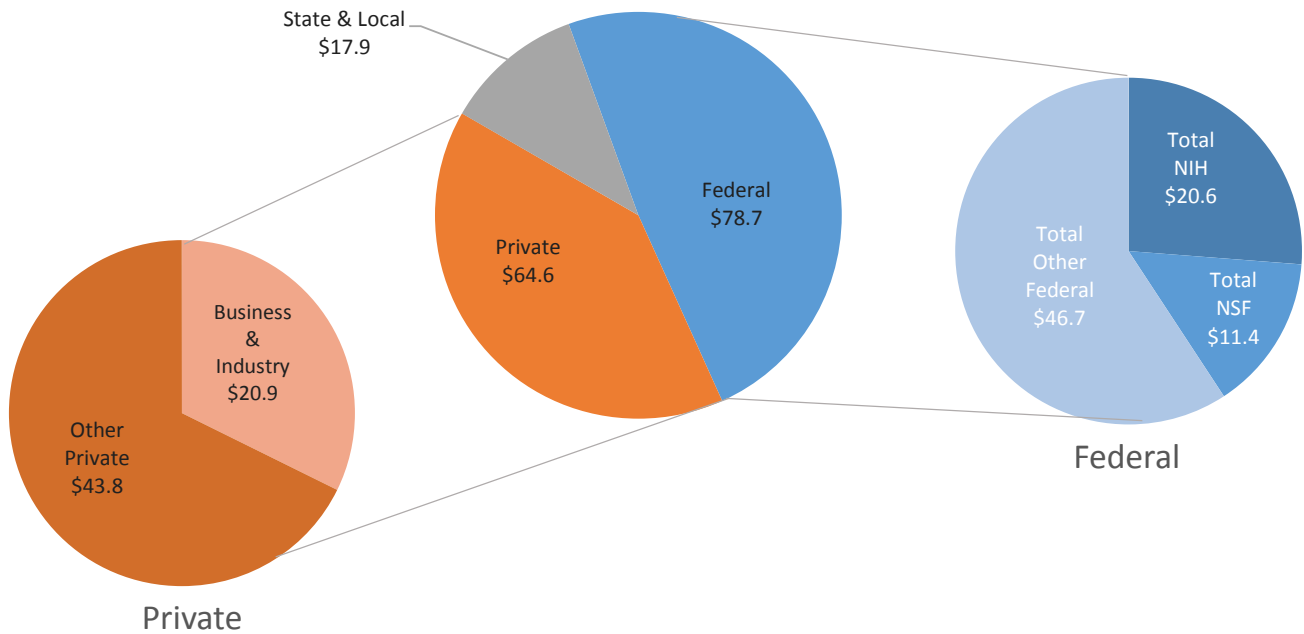
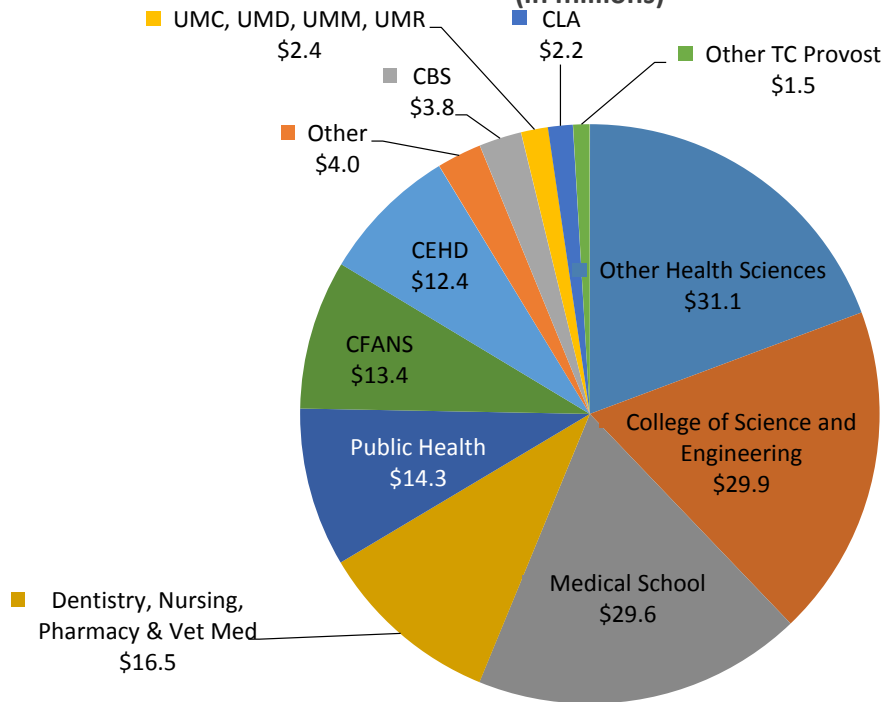
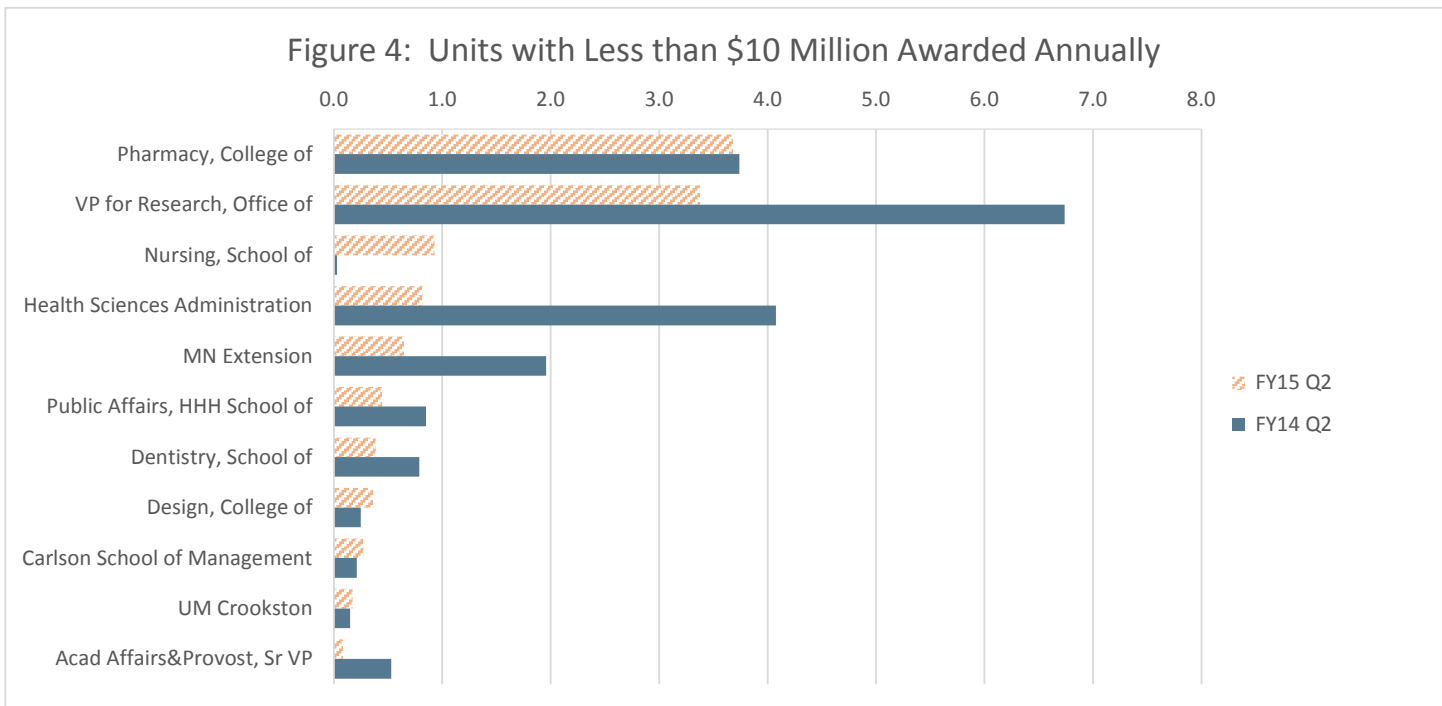
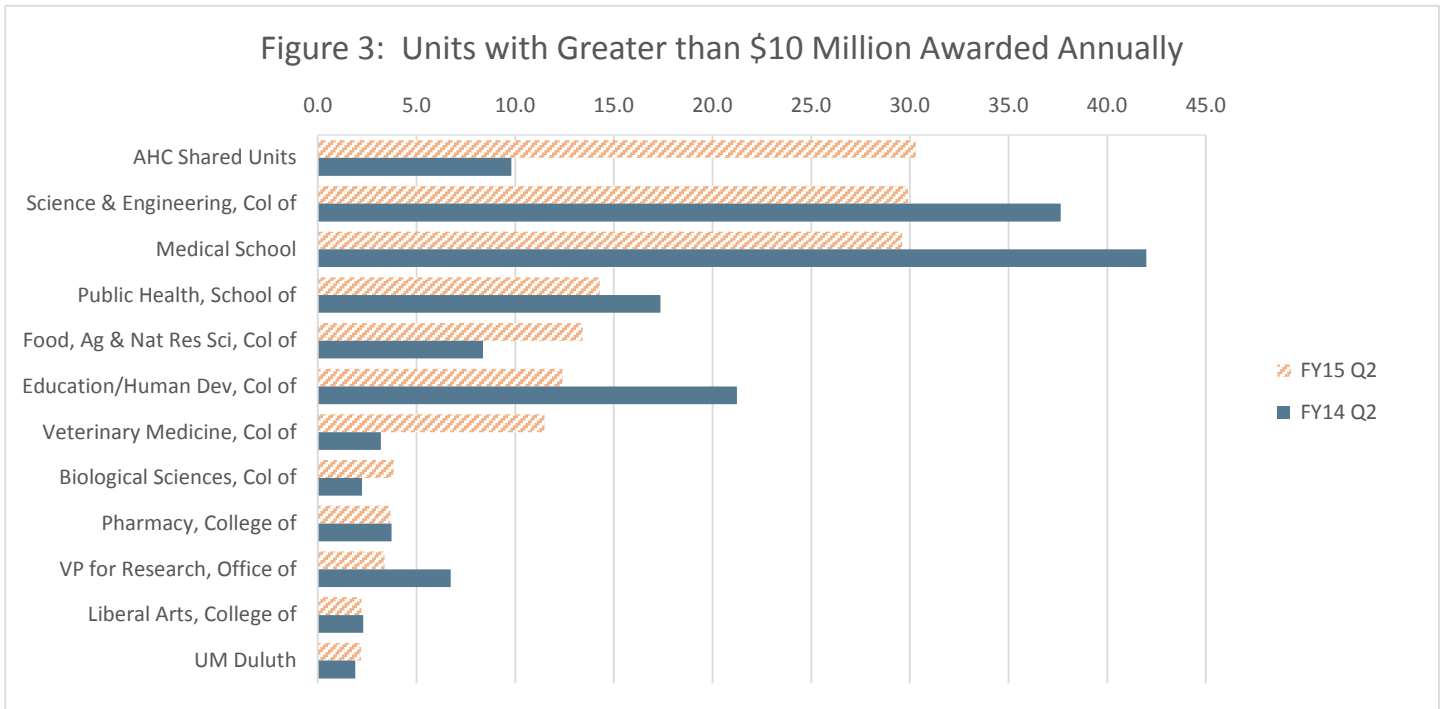


Figure 2: FY15 Q2 Award Dollars by College-Campus
 (in millions)



University of Minnesota
Quarterly Report of Grant and Contract Activity
 Fiscal Year 2015 Second Quarter: October - December, 2014

Quarter 2 Award Dollars by College-Campus



*Other Units includes: College of Continuing Education, Global Programs & Strategy, Office of Information Technology, VP for Student Affairs, System Academic Administration-Senior Vice President, UMN-Morris, UMN-Rochester, University Libraries.

University of Minnesota
Quarterly Report of Grant and Contract Activity
 Fiscal Year 2015 Second Quarter: October - December, 2014

Fiscal Year-to-Date Summary

In the first two quarters of Fiscal 2015, activity shows an overall increase of \$14M (3.2%) despite a drop in *NIH* funding for that same period. *NIH* funding is down 20.1% through Q2 FY2015 compared with activity in FY2014. Units that traditionally have higher levels of *NIH* funding also show decreases this quarter: *Medical School*, *College of Science and Engineering*, and the *School of Public Health*. Higher funding levels from other sources, however, contribute to an overall increase to date: *NSF* is up \$6.3M (11.2%), *Other Federal* \$9.4M (10.9%), *Business & Industry* \$12.2M (39.1%), *Other Private* \$5.7M (8%), and *State & Local Government* \$9.7M (22.6%). There were 56 awards over \$1M totaling \$152.6M to date compared with 60 awards totaling \$126.2M in FY2014. The average award amount through the second quarter is \$185K compared with \$172K in FY2014.

At the college and campus levels, there was a wide range of increases and decreases. Some of the units with decreases include the *College of Education* which is down \$5M (14.7%) overall, the decrease largely due to receipt of a \$10M award in FY2014 without similar activity in FY2015. *CBS* is down slightly with less *NIH* funding offset in part by receipt of several large *B&I* awards from Leidos Biomedical Research, Inc. for several Jim Neaton studies on flu and ebola. *Other Health Sciences* is up \$8.1M (20.8%) due to large awards to *AHC* staff. *CFANS* is up \$11.1M (44.4%) with a number of large *USDA* awards as well as an increase in *State of Minnesota LCMR* funding - 19 awards totaling \$8.1M through Q2 FY2015 compared with 6 awards totaling \$1.6M during the same period in FY2014.

Comparison of FY15 Fiscal Year-to-Date (Q2) to FY14 Fiscal Year-to-Date (Q2)

(Amounts shown in Millions)

by Source		FY14 YTD		FY15 YTD		\$ Change	
Sponsor Group	Sponsor	Number	Dollars	Number	Dollars	(Amount)	(%)
Federal	NIH	446	145.5	298	116.2	-29.2	-20.1%
Federal	NSF	198	56.0	189	62.3	6.3	11.2%
Federal	Other Federal	325	86.6	343	96.0	9.4	10.9%
Private	Business & Industry	559	31.2	607	43.3	12.2	39.1%
Private	Other Private	752	70.5	770	76.2	5.7	8.0%
State & Local	State & Local	204	42.7	207	52.3	9.7	22.6%
Total		2484	432.4	2414	446.4	14.0	3.2%

by College-Campus							
Medical School		955	119.3	824	114.7	-4.6	-3.8%
College of Science and Engineering		401	88.8	394	88.5	-0.3	-0.3%
Other Health Sciences		156	39.0	200	47.1	8.1	20.8%
Public Health		141	44.8	130	40.6	-4.2	-9.4%
CFANS		202	24.9	249	36.0	11.1	44.4%
CEHD		96	34.3	104	29.2	-5.0	-14.7%
Other		79	20.7	87	26.0	5.4	25.9%
Dentistry, Nursing, Pharmacy & Vet Med		151	23.2	163	25.5	2.3	10.0%
UMC, UMD, UMM, UMR		104	9.1	92	12.5	3.3	36.5%
CBS		66	10.9	43	10.2	-0.7	-6.5%
Other TC Provost		79	11.3	71	9.3	-2.1	-18.3%
CLA		54	6.1	57	6.8	0.7	11.4%
Total		2484	432.4	2414	446.4	14.0	3.2%

University of Minnesota
Quarterly Report of Grant and Contract Activity
 Fiscal Year 2015 Second Quarter: October - December, 2014

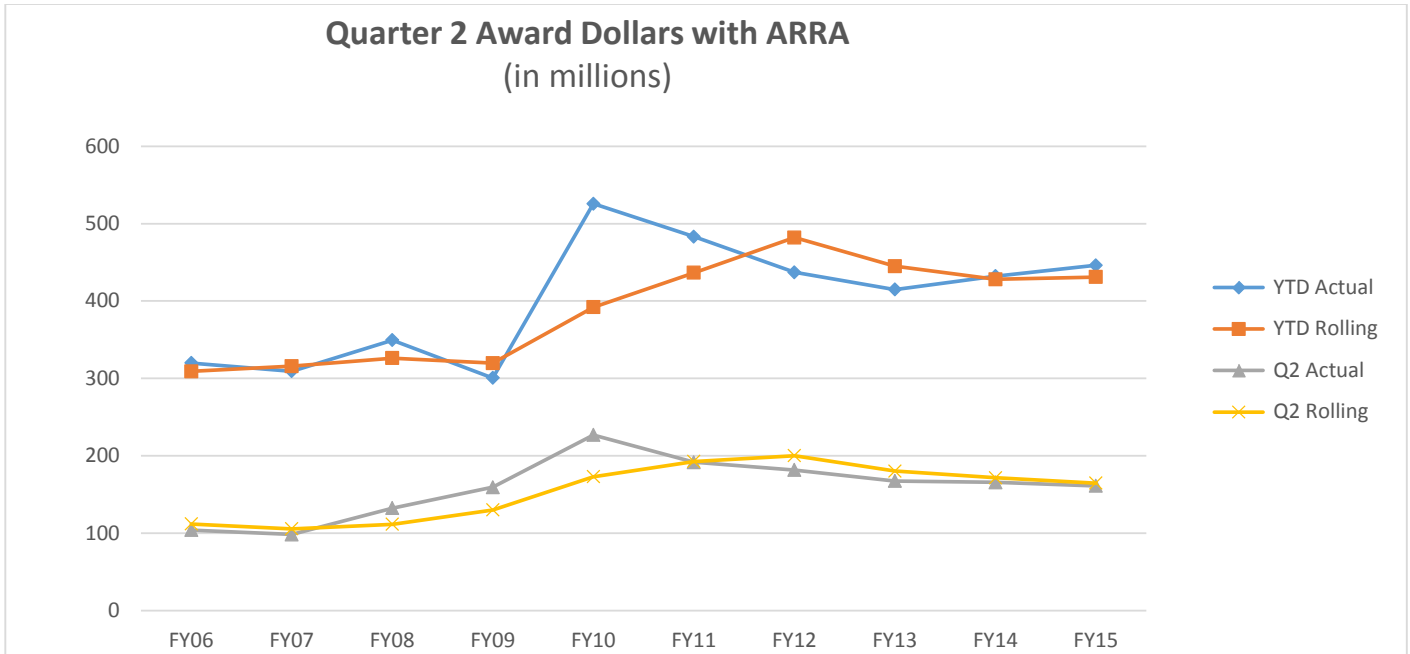


Figure 5: 10-year trend of second quarter award dollars.
 Showing actual amount and rolling 3-year average.
 Includes ARRA awards.

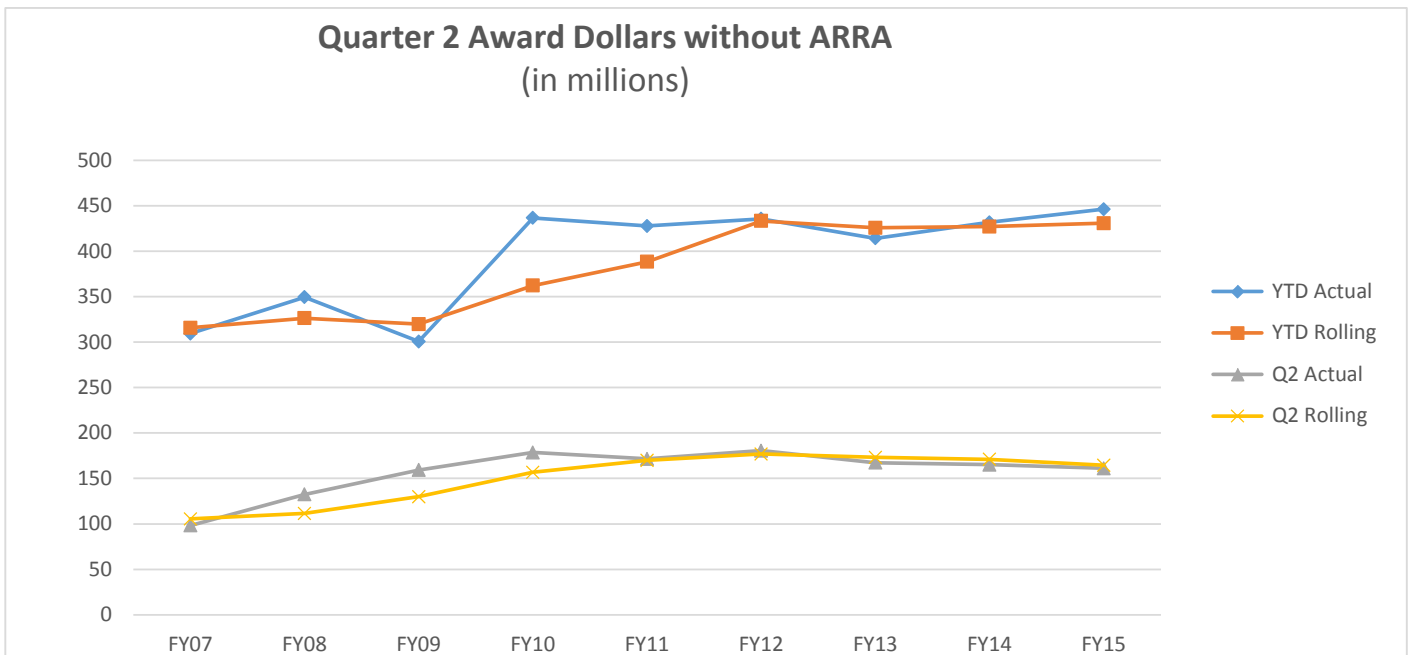


Figure 6: 10-year trend of second quarter award dollars.
 Showing actual amount and rolling 3-year average.
 Excludes ARRA awards.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Consent Report

Review Review + Action Action Discussion

This is a report required by Board policy.

Presenters: Regent Richard Beeson

Purpose & Key Points

To seek Board of Regents approval of items in the Consent Report, as required in Board of Regents Policy: *Reservation and Delegation of Authority*.

Items for consideration:

- A. Report of the All-University Honors Committee
The President recommends approval of the All-University Honors Committee recommendations forwarded to the Board of Regents in a letter dated March 18, 2015.
- B. Report of the Naming Committee
The President recommends approval of the Naming Committee recommendations forwarded to the Board of Regents in a letter dated March 18, 2015.
- C. Gifts
The President recommends approval of the Summary Report of Gifts to the University of Minnesota through February 28, 2015 (attached).
- D. Discovery Capital Program Purchase Approval
The president recommends approval of a purchase as part of the University's Discovery Capital Program, which authorizes the University and delegates to the president or his designate the authority to enter into an agreement under which the University will purchase 24,793 Class A units, at \$2.42 per unit, of Universal Magnetic Systems. The total purchase price is \$60,000. If approved, the University's Office of the General Counsel will finalize the terms of a Unit Purchase Agreement. No policy of the Board of Regents currently delegates to the president the authority to approve and enter into agreements to purchase equity securities from the issuer, as contemplated by the proposed transaction.

E. Finance Committee Consent Report

The President recommends approval of the Finance Committee Consent Report Items (attached).

- General Contingency - The purpose of this item is to seek approval for allocations from General Contingency greater than \$250,000. The following expenditure requires approval of the Board:
 - To the College of Food, Agricultural & Natural Resource Sciences (CFANS), \$333,600 in support of the move and renovation of the Beef Feedlot at Rosemount.
- Purchase of Goods and Services \$1,000,000 and Over - The purpose of this item is to seek approval for purchases of goods and services of \$1,000,000 and over, as follows:
 - To Iceberg Technology Group for an estimated \$1,500,000 for post-implementation enhanced support consulting services for both direct services and backfill for the period of April 20, 2015 through June 30, 2015, following the enterprise-wide PeopleSoft systems upgrade. Funding for the post-implementation enhanced support budget, which includes this contract, will be provided by the University's Enterprise Assessment. Vendor was selected through a competitive process.
 - To Sierra-Cedar, Inc. for an estimated \$1,500,000 for post-implementation enhanced support consulting services for the period of April 20, 2015 through June 30, 2015, following the enterprise-wide PeopleSoft systems upgrade. Funding for the post-implementation enhanced support budget, which includes this contract, will be provided by the University's Enterprise Assessment. Vendor was selected through a competitive process.
 - To ServiceNow.com for an additional \$1,600,000 for an online IT service management tool and support and maintenance for the period of June 20, 2016 through June 19, 2019 for the Office of Information Technology. The Office of Information Technology (OIT) funds this subscription, product support and software updates to ensure continuous operation of mission critical functions. The expense will be covered from OIT's central O&M funds. The FY16 budget includes planning and funding for this expense. Vendor was selected through a competitive process.

Background Information

Discovery Capital Program Purchase Approval

Universal Magnetic Systems (the "Company") is a Minnesota-based, early-stage company formed in collaboration with the University's Office for Technology Commercialization's (OTC) Venture Center. The University currently owns 300,000 units in the Company, representing 23.31 percent of the outstanding equity.

The Company produces advanced magnetic nanoparticles. These advanced materials are combined with strong magnetic fields to detect the presence of antibodies (biomarkers) that indicate the presence (or lack thereof) of various disease states by use of these particles in detection systems.

The Company is now raising \$120,000. The balance of the monies will be raised from sales to current and new equity holders in the Company. Some of the offering proceeds will be used to fund a third party evaluation of the market acceptability of the Company's product.

A group of outside experts and investors under the University's Discovery Capital Program has completed a thorough process and due diligence of the Company and the offering and recommended the proposed purchase of equity to the University. The completion of the third-party evaluation will greatly increase the probability that the Company will be successful in attracting follow-on financing necessary to commercialize the University-licensed technology, and increase the value of the Company and the University's equity stake.

The Discovery Capital Program is an innovative, early-stage funding program that provides one-for-one private equity match funding of up to \$350,000 to selected companies formed by the OTC and Office of the Vice President for Research to commercialize University research. The Vice President for Research and the Executive Director of OTC have discussed this program with the Board at past meetings. Funding for the program comes from technology commercialization licensing income. To implement the program, the president will be recommending that the Board approve changes to Board policy to permit him or his designate to authorize these equity purchases.

Finance Committee Consent Report

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

- General Contingency: *Reservation and Delegation of Authority, Sec.VII, Subd. 1.*
- Purchase of Goods and Services \$1,000,000 and Over: *Reservation and Delegation of Authority, Sec.VII, Subd. 6*

President's Recommendation

The President recommends approval of the Consent Report.

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

March 2015 Regents Meeting

	<u>January</u>		<u>Year-to-Date</u>	
	<u>2015</u>	<u>2014</u>	<u>07/01/14 01/31/15</u>	<u>07/01/13 01/31/14</u>
U of M Gift Receiving	\$ 6,075,921	\$ 1,541,546	\$ 8,978,852	\$ 5,863,097
4-H Foundation	18,656	36,123	1,087,896	296,854
Arboretum Foundation	117,116	6,987,299	5,429,435	15,638,223
Univ of MN Foundation	<u>15,258,068</u>	<u>14,003,952</u>	<u>227,450,812</u>	<u>163,072,647</u>
Total Gift Activity	<u>\$ 21,469,761</u>	<u>\$ 22,568,920</u>	<u>\$242,946,995</u>	<u>\$ 184,870,821</u>

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

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

Gifts to benefit the University of Minnesota

Gifts received in January 2015

<u>Donor</u>	<u>Rec'd by</u>	<u>Gift/Pledge</u>	<u>Purpose of gift</u>
<u>\$1 Million and Over</u>			
Schlumberger Company	UM	Gift	College of Science and Engineering
Ronald and Arlyce Peltier	UMF	Pledge	Intercollegiate Athletics
Robert F. and Jennifer Coughlin	UMF	Gift/Pledge	Intercollegiate Athletics
<u>\$500,000 - \$1,000,000</u>			
Childrens Cancer Research Fund	UMF	Pledge	Medical School
<u>\$250,000 - \$500,000</u>			
International Balzan Foundation	UMF	Gift	College of Biological Sciences
Randy Shaver Cancer Research and Community Fund	UMF	Gift	Academic Health Center
Thomas T. Nieminen Estate	UMF	Gift	College of Science and Engineering
Linda Bachman Felker	UMF	Gift	Scholarships
<u>\$100,000 - \$250,000</u>			
Bakken 2004 Lead Trust	UMF	Gift	Medicine and Health
Ronald M. and Joanne E. Moquist Charitable Fund-SFACF	UMF	Gift	Intercollegiate Athletics
Mary Lee Dayton Estate	UMF	Gift	Bell Museum of Natural History
Marguerite Gilmore Charitable Foundation	UMF	Gift	University of Minnesota Duluth
Virginia G. Puzak CLAT	UMF	Gift	Unrestricted
Millicent Atkins Estate	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
General Mills Incorporated	UMF	Gift	Intercollegiate Athletics
Prospect Creek Foundation	UMF	Gift	Academic Health Center
Carl and Eloise Pohlrad Family Foundation	UMF	Gift	Medical School
Delta Dental of Minnesota Foundation	UMF	Gift	School of Dentistry
Dr. Cristina G. Banks	UMF	Gift	College of Liberal Arts
Dr. Harald H. and Patricia C. Schmid	UMF	Gift	Hormel Institute
Eagles Fifth District Cancer Telethon	UMF	Gift	Academic Health Center
J. and M. Werbalowsky Philanthropic Fund-Jewish Community Foundation	UMF	Gift	Institute on the Environment
Joan M. Allmaras and Mark R. Houser	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
John J. Spillane	UMF	Gift	School of Nursing

\$100,000 - \$250,000

TCF Foundation	UMF	Gift	Scholarships
The Victory Fund	UMF	Pledge	University of Minnesota Duluth

\$50,000 - \$100,000

Huawei Technologies	UMF	Gift	College of Science and Engineering
Walter W. and Cecilee A. FASTER	UMF	Pledge	Medical School
Wolf Creek Charitable Foundation	UMF	Gift	College of Veterinary Medicine
Katherine R. Lillehei Charitable Lead Unitrust	UMF	Gift	Medical School, School of Nursing
J. J. Taylor Distributing of Minnesota	UMF	Gift	Intercollegiate Athletics
Bernice J. Schwartau Estate	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences, 4H Foundation
Robert P. Sands Family Charitable Fund	UMF	Gift	College of Liberal Arts
BMO Harris Bank NA	UMF	Gift	Intercollegiate Athletics
Emerson Electric Company	UMF	Gift	Intercollegiate Athletics
International Community Foundation	UMF	Gift	College of Science and Engineering
Julia W. Dayton Revocable Trust	UMF	Gift	College of Design
Minnesota Nursery Research Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Blondina M. Otto Estate	UMF	Gift	Academic Health Center
Mott's LLP	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
3M Company	UMF	Gift	Academic Health Center, College of Science and Engineering
William E. Drake and Barbara Wiechmann	UMF	Gift	Law School
Ajinomoto Heartland Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Evonik Corporation	UMF	Gift	College of Science and Engineering
Goodale Family Foundation-Signature Fund	UMF	Gift	Medical School
Minneapolis Foundation			
Jack and Kate Helms Fund of Fidelity Charitable	UMF	Gift	Academic Health Center
Karin L. and Robert S. Moe	UMF	Gift	Carlson School of Management
Lanny and Charlotte Schmidt	UMF	Gift	College of Science and Engineering
Linda K. and Theodore C. Johnson	UMF	Gift	College of Design
Margot B. J. and Steven D. Roberts	UMF	Gift	College of Veterinary Medicine
Northrop Grumman Corporation	UMF	Gift	College of Science and Engineering
Paul Martin Fund-Morgan Stanley Global Impact	UMF	Gift	Intercollegiate Athletics
Warren E. and Mary E. Ibele	UMF	Gift	College of Liberal Arts, College of Science and Engineering

\$25,000 - \$50,000

Land O'Lakes Incorporated	UMF	Gift	Various Colleges
Peter W. and Sharon Robinson	UMF	Gift	Carlson School of Management
Corning Incorporated	UMF	Gift	College of Science and Engineering
T. Eileen Russell Estate	UMF	Gift	Carlson School of Management
The Patch Foundation	UMF	Gift	Scholarships
Richard M. Schulze Family Foundation	UMF	Gift	Medical School, Northrop
Centennial United Methodist Church Foundation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Gerald C. Fox Foundation	UMF	Gift	Academic Health Center, Medical School
Robert Steinberg	UMF	Gift	Medical School
WEM Foundation	UMF	Gift	Medical School, College of Education and Human Development
Mahlon C. Schneider	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Berger Transfer and Storage Incorporated	UM	Gift	Intercollegiate Athletics
Logistics Planning Services	UMF	Gift	Medical School
Minnesota Lions Vision Foundation Incorporated	UMF	Gift	Medical School
Stanley S. and Karen H. Hubbard	UMF	Gift	Scholarships, Medical School, Academic Health Center
Dr. John N. and Mary Kay Dunne	UM	Gift	Libraries
Bremer Bank	UMF	Gift	Intercollegiate Athletics
The Saint Paul Foundation	UMF	Gift	Northrop
Anonymous	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Cargill Foundation	UM	Gift	Minnesota Landscape Arboretum
Digital River Foundation	UMF	Gift	Carlson School of Management
Ecolab Incorporated	UMF	Gift	College of Science and Engineering
Esri	UMF	Gift	College of Design
Gull Chain of Lakes Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Julie A. Schumacher	UMF	Gift	College of Liberal Arts
Marialis J. Jurges	UMF	Gift	University of Minnesota Morris
Michael A. and Adelle M. Jacoby	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
The John and Ruth Huss Fund-St. Paul Foundation	UMF	Gift	Bell Museum of Natural History

\$10,000 - \$25,000

Crystal Lake Country Club	UMF	Gift	Medical School
Ames Construction Incorporated	UMF	Gift	Intercollegiate Athletics
Dr. Gerald W. Ireland	UMF	Gift	Medical School
CSDZ Incorporated	UMF	Gift	Intercollegiate Athletics
Associated Bank	UMF	Gift	Intercollegiate Athletics
Network for Good	UMF	Gift	Various Colleges
Arvid Olson Estate	UMF	Gift	Medical School
Dr. Edgar H. Lechner	UMF	Gift	Intercollegiate Athletics
Dr. Cornelius W. and Elizabeth Ann Wiens	UMF	Gift	Medicine and Health, School of Nursing
FedCentric Technologies LLC	UMF	Gift	College of Science and Engineering
Google Incorporated	UMF	Gift	College of Science and Engineering
Kellogg's	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Robert D. and Sandra Cedergren	UMF	Pledge	University of Minnesota Duluth
The ARK Foundation	UMF	Gift	Minnesota Landscape Arboretum
Barr Engineering Company	UMF	Gift	College of Science and Engineering, University of Minnesota Duluth
Target Corporation	UMF	Gift	Carlson School of Management
Dr. Aina Galejs Dravnieks Estate	UMF	Gift	Medical School
Wells Fargo Private Bank	UMF	Gift	Intercollegiate Athletics
Jennifer L. Martin	UMF	Gift	Weisman Art Museum
Stacy D. Rubsam	UMF	Gift	Carlson School of Management
HealthPartners Incorporated	UMF	Gift	College of Pharmacy, Medical School
Cargill Incorporated	UMF	Gift	Medical School, College of Food, Agricultural and Natural Resource Sciences
Linda and Tod White Charitable Fund	UMF	Gift	College of Liberal Arts
Park Dental	UM	Gift	Minnesota Landscape Arboretum
R. C. Lilly Foundation	UMF	Gift	College of Liberal Arts
Roger H. Dreher	UMF	Gift/Pledge	Medical School
William B. Jaffee	UM	Gift	University of Minnesota Duluth
Shared Ventures Incorporated	UM	Gift	University of Minnesota Duluth
Towers Watson	UMF	Gift	Intercollegiate Athletics
Carolyn Sorensen and David Kelm	UMF	Gift	College of Liberal Arts
Goodin Company	UMF	Gift	Intercollegiate Athletics
J. E. Dunn Construction Company	UMF	Gift	Intercollegiate Athletics
Betaseed Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
World Society for Transport and Land Use Research	UMF	Gift	Center for Transportation Studies
Barbara L. and Robert R. de la Vega	UMF	Gift	Scholarships
Brian B. and Katherine W. Blankenburg	UMF	Pledge	College of Liberal Arts

\$10,000 - \$25,000

ERJ Dining IV LLC	UMF	Gift	Academic Health Center
Maslon LLP	UMF	Gift	Carlson School of Management
API Group Incorporated	UMF	Gift	Intercollegiate Athletics
Dr. Daniel C. Hartnett Family Foundation	UMF	Gift	College of Veterinary Medicine, Academic Health Center
Finnegan Charitable Fund-Schwab Charitable Fund	UMF	Gift	Law School, School of Public Health
Ruth V. Jones	UMF	Gift	Scholarships
Wells Fargo Foundation	UMF	Gift/Pledge	Various Colleges
General Mills Foundation	UMF	Pledge	Various Colleges
Wilfred J. Zalaznik Estate	UMF	Gift	Unrestricted
Michael and Connie Murtaugh	UMF	Gift	College of Veterinary Medicine
Thomson Reuters West Corporation	UMF	Gift	Humphrey School of Public Affairs
Gerald Mitchell Family Fund-Vanguard Charitable	UMF	Gift	Intercollegiate Athletics
Physical Electronics USA Incorporated	UMF	Gift	College of Science and Engineering
Rodney L. Nelson	UMF	Gift	College of Education and Human Development, Intercollegiate Athletics
The Head Family Foundation	UMF	Gift	Global Programs and Strategy Alliance
Yvonne P. Oaks Trust	UMF	Gift	Medical School
Hubbard Broadcasting Incorporated	UMF	Gift	Intercollegiate Athletics
Patricia A. Stringer	UMF	Gift	Intercollegiate Athletics
Anonymous	UMF	Gift	College of Veterinary Medicine
Anonymous	UMF	Gift	Unrestricted
Blank Family Foundation	UMF	Gift	College of Veterinary Medicine
Carole J. and Don R. Larson	UMF	Gift	College of Veterinary Medicine
Charles W. Farnham III	UMF	Pledge	Intercollegiate Athletics
Deborah R. Olson	UMF	Gift	Intercollegiate Athletics
Dr. Robert C. Hodson	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Dr. Thomas C. and Teresa Kennedy	UMF	Pledge	Medical School
Drs. William D. and Marsha J. Beyer	UMF	Gift	Medical School, University of Minnesota Morris
Ernest C. and Caryl K. Pierson Foundation	UMF	Gift	College of Education and Human Development
Faith and H. Richard Coleman	UMF	Gift	College of Liberal Arts
Frank Janezich Foundation-Fidelity Charitable Gift Fund	UMF	Gift	College of Science and Engineering, Medical School
Kathy and Larry Holleran Charitable Trust-Fidelity Charitable Gift Fund	UMF	Gift	College of Education and Human Development
Knox Foundation	UMF	Gift	College of Liberal Arts
Mae P. Schroeder	UMF	Gift	School of Dentistry

\$10,000 - \$25,000

Northwestern Mutual Financial Network	UMF	Gift	University of Minnesota Duluth
Paddock Family Foundation	UMF	Gift	College of Pharmacy
Paustis Wine Company	UMF	Gift	Medical School
Robert and Margaret Berdahl	UMF	Gift	College of Liberal Arts
Robert M. and Kathleen M. Caulfield	UMF	Gift	College of Design
St. Jude Medical Foundation	UMF	Gift	Academic Health Center
The Hawley Family Foundation Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences, College of Veterinary Medicine
United HealthCare Services Incorporated	UMF	Gift	Carlson School of Management
Van Sloun Foundation	UMF	Gift	College of Veterinary Medicine
Vaquero Energy Services Company	UMF	Gift	Medical School
Venture Bank	UMF	Gift	Carlson School of Management

\$5,000 - \$10,000

Leni G. and George L. Wilcox	UMF	Gift	Medical School
Minnesota Landscape Arboretum Auxiliary	UM	Gift	Minnesota Landscape Arboretum
Dow AgroSciences LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Marian K. and David E. Peterson	UMF	Gift	Medical School
US Energy Services Incorporated	UMF	Gift	Intercollegiate Athletics
DePuy Orthopaedics Incorporated	UMF	Gift	Medical School
Richard and Patty DeLano	UMF	Gift	University of Minnesota Duluth
Schwab Charitable Fund	UMF	Gift	Academic Health Center
William A. Hodder	UMF	Gift	Medicine and Health
Syvilla M. Turbis Estate	UMF	Gift	Medical School, Academic Health Center
Dr. Barbara F. Brandt	UMF	Gift	Academic Health Center
James D. Rogers	UMF	Gift	Various Colleges
White Earth Reservation Tribal Council	UMF	Gift	University of Minnesota Duluth
Dr. John T. Wetzel	UMF	Gift	College of Liberal Arts, College of Education and Human Development
Gray Plant Mooty Foundation	UMF	Gift	Medical School
Midwest Dairy Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Olga B. Hart Education Foundation	UMF	Gift	Graduate School
The Hubbard Broadcasting Foundation	UMF/UM	Gift	Weisman Art Museum, University of Minnesota Duluth, Minnesota Landscape Arboretum

\$5,000 - \$10,000

Wisconsin Turfgrass Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Dr. Rick M. Odland	UMF	Gift	Medical School
Jon Dennis Juola	UMF	Gift	University of Minnesota Duluth
Lorie Long Michaels	UMF	Gift	Academic Health Center
Duane E. Joseph	UMF	Gift	Law School
Polaris Industries Incorporated	UM	Gift	Medical School
Minnesota Twins	UMF	Gift	Medical School
ERJ Dining	UM	Gift	Academic Health Center
Patricia A. Erlandson Fund-Fidelity Gift Fund	UMF	Gift	Medical School
Thomas M. Davidson Jr.	UMF	Gift	College of Veterinary Medicine
Uponor	UMF	Gift	Medical School
Samuel and Cindy Hanson	UMF	Gift	Medical School
Deron M. Johnson	UMF	Gift	Intercollegiate Athletics
Donna M. Anderson	UMF	Gift	School of Public Health
Minnesota Livestock Breeders Association	UM	Gift	4H Foundation
Bernard P. and Cindy L. Aldrich	UMF	Gift	College of Veterinary Medicine
Community Health Charities of Minnesota	UMF	Gift	Academic Health Center
Scholars Strategy Network	UMF	Gift	Humphrey School of Public Affairs
Dr. Norman D. Olson Estate	UMF	Gift	Medical School
Steve and Wendy Simenson	UMF	Gift	College of Pharmacy
Don J. Lucia	UMF	Gift	Intercollegiate Athletics
ETH Zurich	UMF	Gift	Unrestricted
Dina and Gerald A. Leener	UMF	Gift	Carlson School of Management
Drs. MaryJo O. and Guy M. Smith	UMF	Gift	College of Education and Human Development
John and Betsy Massie	UM	Gift	Minnesota Landscape Arboretum
Martha and Frederick G. Bergsrud	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Al and Ann Stead	UMF	Gift	College of Pharmacy
Alice B. and Robert J. O'Connor	UMF	Gift	University of Minnesota Duluth
Amelar Family Foundation	UMF	Gift	College of Science and Engineering
Anderson Funeral Home LTD	UMF	Gift	Medical School
Barbara S. Haroldson	UM	Gift	Minnesota Landscape Arboretum
Burton G. and Cynthia R. Ross Fund- Minneapolis Foundation	UMF	Gift	Law School
Catherine L. Anderson	UMF	Gift	Medical School
CliftonLarsonAllen LLP	UMF	Gift	Carlson School of Management
CureSearch for Children's Cancer	UMF	Gift	Medical School
Curtis A. Nelson	UMF	Gift	University of Minnesota Morris

\$5,000 - \$10,000

David M. Beadie	UMF	Gift	Law School, Medical School
Deane and Nancy Manolis Charitable Giving Fund	UMF	Gift	Medical School
Dr. Charles A. Horwitz	UMF	Gift	Medical School
Dr. Denneth C. Dvergsten	UMF	Gift	College of Biological Sciences
Dr. Maureen K. Reed	UMF	Gift	Unrestricted
Dr. Michael A. Strobel	UMF	Gift	College of Veterinary Medicine
Dr. R. Vance Morey	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Drs. Steven J. and Julie Jo Henseler	UMF	Gift	School of Dentistry
Elizabeth H. Russell	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Eugenia R. Taylor	UMF	Gift	School of Nursing
Genentech Incorporated	UMF	Gift	College of Science and Engineering
Gregory A. and Kay L. Kitchak	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Hill Creek Farm	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
HLT Incorporated	UMF	Gift	Medical School
Iloise and Graham Groth	UMF	Gift	University of Minnesota Morris
James E. Richard	UMF	Gift	Intercollegiate Athletics
Jeffrey Slocum and Associates	UMF	Gift	Medical School
John J. and Diddy Cullinane	UMF	Gift	College of Science and Engineering
John Weist Pay It Forward Foundation-MN Community Foundation	UMF	Gift	Medical School
Joseph C. and Carolyn Holm	UM	Gift	University of Minnesota Crookston
Kaplan Strangis and Kaplan PA	UMF	Gift	Law School
Kreykes Family Foundation-Fidelity Charitable Gift Fund	UMF	Gift	School of Public Health
Lamarche Creek Foundation	UMF	Gift	University of Minnesota Duluth
Lorraine Jamar	UMF	Gift	Medical School
Lucius L. Fowler	UM	Gift	Minnesota Landscape Arboretum
Michael J. and Sheila A. Gair	UMF	Gift	College of Design
Michael S. Schmidt	UMF	Gift	Intercollegiate Athletics
P. and D. Kahn Philanthropic Fund-Jewish Community Fund	UMF	Gift	College of Liberal Arts
Peter H. Benzian	UMF	Gift	Law School
Peter R. Kann	UMF	Gift	College of Liberal Arts
Rebecca Egge Moos	UMF	Gift	Law School
Richard C. and Juanita Luis	UMF	Gift	College of Liberal Arts
River Road Foundation	UMF	Gift	College of Design
Sondag Family Charitable Fund - Schwab Charitable Fund	UMF	Gift	Law School

\$5,000 - \$10,000

The Rothschild Art Foundation Incorporated	UMF	Gift	College of Liberal Arts
The Schulze Family Foundation	UMF	Gift	College of Veterinary Medicine
The Wallin Foundation	UMF	Gift	Medical School
Thomas R. Breckenridge	UMF	Gift	Bell Museum of Natural History
US Bank National Association	UMF	Gift	Weisman Art Museum
Wagner's Greenhouses Incorporated	UM	Gift	Minnesota Landscape Arboretum
Zinpro Corporation	UMF	Gift	College of Veterinary Medicine

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

March 2015 Regents Meeting

	February		Year-to-Date	
	2015	2014	07/01/14 02/28/15	07/01/13 02/29/14
U of M Gift Receiving	\$ 69,515	\$ 641,847	\$ 9,048,368	\$ 6,504,944
4-H Foundation	35,132	26,412	1,123,028	323,266
Arboretum Foundation	438,261	222,876	5,867,695	15,861,100
Univ of MN Foundation	17,662,560	14,116,604	245,113,371	177,189,251
Total Gift Activity	\$ 18,205,468	\$ 15,007,739	\$261,152,462	\$ 199,878,561

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

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

Gifts to benefit the University of Minnesota

Gifts received in February 2015

<u>Donor</u>	<u>Rec'd by</u>	<u>Gift/Pledge</u>	<u>Purpose of gift</u>
<u>\$1 Million and Over</u>			
Virginia C. Anderson Estate	UMF	Gift	College of Education and Human Development
<u>\$500,000 - \$1,000,000</u>			
Childrens Cancer Research Fund	UMF	Pledge	Medical School
T. Eileen Russell Estate	UMF	Gift	Carlson School of Management
<u>\$250,000 - \$500,000</u>			
Anonymous	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Eagles Fifth District Cancer Telethon	UMF	Gift	Hormel Institute
<u>\$100,000 - \$250,000</u>			
Virgil E. Erickson Estate	UMF	Gift	Medical School
Lorraine P. Wuerth Estate	UM	Gift	Minnesota Landscape Arboretum
Hormel Foundation	UMF	Gift	Hormel Institute
Muriel Whiteside Estate	UMF	Gift	Medical School
Anonymous	UMF	Gift	Medical School
Karen Wyckoff Rein in Sarcoma Foundation	UMF	Gift	Academic Health Center, College of Veterinary Medicine
Research To Prevent Blindness Incorporated	UMF	Gift	Medical School
Robert K. Eddy	UMF	Gift	Various Colleges
Innovize	UMF	Pledge	Academic Health Center
Minnesota Turkey Research and Promotion Council	UMF	Gift	College of Veterinary Medicine
<u>\$50,000 - \$100,000</u>			
The McKnight Foundation	UMF	Gift	College of Education and Human Development, College of Food, Agricultural and Natural Resource Sciences, Humphrey School of Public Affairs
3M Company	UMF	Gift	School of Dentistry
The Land Institute	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Fredrick J. Hey Estate	UM	Gift	Minnesota Landscape Arboretum

\$50,000 - \$100,000

Lions Multiple District 5m Hearing Foundation Incorporated	UMF	Gift	Medical School
Infineum USA LP	UMF	Gift	College of Science and Engineering
Marjorie S. and Dwight A. Peterson	UMF	Pledge	Carlson School of Management
Lande Family Fund-Minneapolis Foundation	UMF	Gift	School of Public Health
Mary Lee Dayton Estate	UMF	Gift	Bell Museum of Natural History
Nicollet Chapter of Alcoholics Anonymous	UMF	Gift	Scholarships
BlueCross BlueShield of Minnesota	UMF	Gift	Humphrey School of Public Affairs
Laura D. Platt Estate	UMF	Gift	College of Liberal Arts

\$25,000 - \$50,000

Dr. John R. and Sheila A. Bjorklund	UMF	Pledge	Intercollegiate Athletics
Robert J. Pickering Estate	UMF	Gift	Unrestricted
Alice L. Hanson Estate	UMF	Gift	Academic Health Center
John A. and Colleen L. Economos	UMF	Gift	University of Minnesota Duluth
Marilyn and Larry Fields	UM	Gift	University of Minnesota Duluth
Bon-Ton Stores Incorporated	UMF	Gift	Academic Health Center
Ardent Mills ConAgra Foods	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Anonymous	UMF	Gift	Medical School
YMCA of the Greater Twin Cities	UMF	Gift	Libraries
Margaret Rivers Fund	UMF/UM	Gift	Minnesota Landscape Arboretum, Bell Museum of Natural History
Austin MN Junior Hockey LLC	UMF	Gift	Hormel Institute
Aloysius H. Nathe Estate	UMF	Gift	Scholarships
CF Shannon Open	UMF	Gift	Medical School
Cindy F. Silianoff	UMF	Gift	School of Public Health
Fairview Health Services	UMF	Gift	Medical School
Hawn Family Fund-Minneapolis Foundation	UMF	Gift	Medical School
Lord Corporation	UMF	Gift	College of Science and Engineering
Nicholas B. Alworth	UMF	Pledge	University of Minnesota Duluth
Patricia L. Owen	UMF	Gift	College of Liberal Arts
The ALS Association	UMF	Gift	Medical School
The James Ford Bell Foundation	UMF	Gift	Bell Museum of Natural History
The Timothy O'Connell Foundation	UMF	Gift	Medical School
Zsolt and Mary Romy Charitable Foundation	UMF	Gift	College of Science and Engineering

\$10,000 - \$25,000

Dr. Julie Carter	UMF	Gift	School of Dentistry
Cabot Corporation	UMF	Gift	College of Science and Engineering
Anonymous	UMF	Gift	Medical School
The Charles A. Weyerhaeuser Memorial Foundation	UMF	Gift	College of Science and Engineering
Paul Crowell and Alexandra Stillman	UMF	Gift	College of Science and Engineering
Bender Family Charitable Fund-Tulsa Community Foundation	UMF	Gift	Law School
Brent G. and Karen J. Blackey	UMF	Gift	Carlson School of Management
Joan D. Jorgensen Estate	UMF	Gift	Scholarships, College of Education and Human Development
S. Heins and S. Mills Heins Fund-MN Comm Foundation	UMF	Gift	Law School
Procross Aps	UMF	Gift	Unrestricted
Eric S. Rangen	UMF	Gift	Carlson School of Management
Benno and Gertrude Wolff Family Fund-St. Paul Foundation	UMF	Gift	Law School
Center for Computer-Assisted Legal Instruction	UMF	Gift	Law School
Edson W. Spencer Jr.	UMF	Gift	Humphrey School of Public Affairs
AgStar Financial Services	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
BASF Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Bruce N. and Barbara J. Telander	UMF	Gift	Intercollegiate Athletics
Chloe's Fight Foundation	UMF	Gift	Medical School
Germain's Seed Technology Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Jeannine M. Rivet	UM	Gift	Minnesota Landscape Arboretum
John A. Billman Estate	UMF	Gift	Academic Health Center
Lake Shore Cryotronics Incorporated	UMF	Gift	College of Science and Engineering
Monsanto Company	UM	Gift	4H Foundation
Star Tribune	UMF	Gift	College of Liberal Arts
Syngenta Crop Protection LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
The H. H. Weinert Foundation	UMF	Gift	University of Minnesota Duluth
Arvid Olson Estate	UMF	Gift	Medical School
Agxplore International Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
EV3 Incorporated	UMF	Gift	College of Science and Engineering
Rick D. Moulton	UMF	Gift	Intercollegiate Athletics
Cliff Viessman Incorporated	UMF	Gift	Intercollegiate Athletics

\$10,000 - \$25,000

Mark and Charlie's Gay Lesbian Fund-Moral Values	UMF	Gift	Law School
Thomas Holtz Family Fund at Schwab Charitable Fund	UMF	Gift	College of Liberal Arts
Weck Charitable Trust	UMF	Gift	College of Science and Engineering, Humphrey School of Public Affairs
IBM International Foundation	UMF	Pledge	College of Education and Human Development
Arysta LifeScience North America Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Brock E. Lesnar	UMF	Gift	Intercollegiate Athletics
Bruce C. and Elizabeth A. Olson	UMF	Gift	College of Pharmacy
Bruce F. Pauley	UMF	Gift	College of Liberal Arts
Cynthia A. and Jay V. Ihlenfeld	UMF	Gift	Weisman Art Museum
Dr. John R. Pfrommer Jr.	UMF	Gift	School of Public Health
Harriet T. Ludwick	UM	Gift	Minnesota Landscape Arboretum
Judy A. Nossun Estate	UMF	Gift	Medical School
Lucy G. Imholte	UMF	Gift	University of Minnesota Morris
Michael S. Berman	UMF	Gift	University of Minnesota Duluth
Oppenheimer Wolff and Donnelly LLP	UMF	Gift	Law School
Tamron USA Incorporated	UM	Gift	Minnesota Landscape Arboretum

\$5,000 - \$10,000

Minnesota Chamber Foundation	UMF	Gift	Academic Health Center
Bruce B. Dayton Revocable Trust	UMF	Gift	Center for Spirituality and Healing
Minnesota Twins	UMF	Gift	Medical School
Pink Arrow Project	UMF	Gift	Medical School
John E. and Nancy E. Lindahl	UMF	Gift	Intercollegiate Athletics
Syvilla M. Turbis Estate	UMF	Gift	Medical School, Academic Health Center
Mocon Incorporated	UMF	Gift	College of Science and Engineering
3M Foundation Incorporated	UMF	Pledge	Academic Health Center, Medical School
Catherine R. and John M. Muggee	UMF	Gift	Academic Health Center, Medical School
Mike Haglund	UMF	Gift	Intercollegiate Athletics
B. John Lindahl Jr.	UMF	Gift	Intercollegiate Athletics
Dr. John and Janice Finnegan	UMF	Gift	School of Public Health
Lac Des Iles Mines Ltd	UMF	Gift	University of Minnesota Duluth
St. Paul Radiology Foundation-St. Paul Foundation	UMF	Gift	Academic Health Center, Medical School
The Waters Senior Care Management LLC	UMF	Gift	Center for Spirituality and Healing

\$5,000 - \$10,000

Precision Lens	UMF	Gift	Intercollegiate Athletics
Dr. Glen D. and Marilyn C. Nelson	UMF	Gift	Weisman Art Museum
ExxonMobil Foundation	UMF	Pledge	College of Food, Agricultural and Natural Resource Sciences
Karla Robertson and Eric Riensche	UMF	Gift	Weisman Art Museum
SVT Associates Incorporated	UMF	Gift	College of Science and Engineering
UMMC Medical Staff Services	UMF	Gift	Medical School
Chris Campbell	UMF	Gift	Intercollegiate Athletics
Wells Fargo Foundation	UMF	Pledge	Various Colleges
Institute for Humane Studies	UMF	Gift	University of Minnesota Duluth
Richard and Jaci Lindstrom Foundation	UMF	Gift	Intercollegiate Athletics
Bob Wyborn	UMF	Gift	Medical School
Adam R. Sellheim Memorial	UMF	Gift	University of Minnesota Duluth
Allina Health System	UMF	Gift	Medical School
Dr. Gerald V. Raymond	UMF	Gift	Medical School
FMC Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
RiboCor Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Valent	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
WIPFLi Foundation Incorporated	UMF	Gift	University of Minnesota Duluth
Community Health Charities Minnesota	UMF	Gift	Academic Health Center
Donald F. Klassy	UMF	Gift	Intercollegiate Athletics
AMVAC Chemical Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
CoBank	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Camille M. Tuite	UMF	Gift	Medical School
Charles L. and Iris P. Fried	UMF	Gift	College of Education and Human Development, College of Science and Engineering
Dorsey and Whitney LLP	UMF	Gift	Medical School
Albert Lea Seed House Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Alice Mae Hedwig Graner Charitable Fund	UMF	Gift	School of Public Health
American Seed Trade Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
AmeriChoice Health Services Incorporated	UMF	Gift	Academic Health Center
Anonymous	UMF	Gift	College of Veterinary Medicine

\$5,000 - \$10,000

Associated Milk Producers Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
BNG Management Company	UMF	Gift	Weisman Art Museum
Brian Reinhart	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Carolyn S. Hedin	UMF	Gift	Weisman Art Museum
Dairy Farmers of America Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Darigold Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Donald F. Alm	UMF	Gift	College of Education and Human Development
Dr. Ganesh and Vathsala Raveendran	UMF	Gift	Medical School
Dr. Paula O'Loughlin	UMF	Pledge	University of Minnesota Morris
Dr. Robert McHenry	UMF	Gift	College of Liberal Arts
Drs. Victor A. Bloomfield and Elsa G. Shapiro	UMF	Gift	College of Biological Sciences
Ecolab Incorporated	UMF	Gift	Carlson School of Management
Elizabeth G. Redleaf	UMF	Gift	Weisman Art Museum
Eniva Corporation	UMF	Pledge	Center for Spirituality and Healing
Frank C. and Frances B. Newman Family Fund	UMF	Gift	Law School
Gaussian Incorporated	UMF	Gift	College of Science and Engineering
Grande Cheese Company	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Horton Holding Incorporated	UMF	Gift	College of Science and Engineering
Hunt Electric Corporation	UMF	Gift	Medical School
Jeffrey J. Murray and Jennifer Hart-Murray	UMF	Gift	Intercollegiate Athletics
Kaplan Strangis and Kaplan PA	UMF	Gift	Law School
Kay A. Thomas Fund of the St. Paul Foundation	UMF	Gift	Global Programs and Strategy Alliance
Kenneth Kang and Gloria Liao	UMF	Gift	Medical School
Kumanduri Romero Family Fund-Fidelity Charitable Gift Fund	UMF	Gift	College of Science and Engineering
Marrone Bio Innovations	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Narasimmon Consulting LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
NELSON	UMF	Gift	Medical School
Oshkosh Corporation	UMF	Gift	Carlson School of Management
PriceWaterhouseCoopers LLP	UMF	Gift	Carlson School of Management
Ranjit and Florence John	UMF	Gift	Medical School

\$5,000 - \$10,000

RJW Foundation	UMF	Gift	Intercollegiate Athletics
Robert Hedin	UMF	Gift	Weisman Art Museum
Rosemary Kelly and Phillip Sosnowski	UMF	Gift	Medical School
Sargento Foods Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
SICK Incorporated	UM	Gift	College of Science and Engineering
Supervalu Foundation	UMF	Gift	Weisman Art Museum
The Toro Foundation	UMF	Gift	Medical School
Thoratec Corporation	UMF	Gift	Medical School
Valley Queen Cheese Factory Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Veronica J. Johnson	UMF	Gift	College of Education and Human Development
Wells Fargo Bank NA	UMF	Gift	Medical School
William B. Ramsay	UMF	Gift	Intercollegiate Athletics
Williams Companies Foundation Incorporated	UMF	Pledge	Law School
Winifred H. Thibault	UMF	Gift	University of Minnesota Duluth
WPX Energy Incorporated	UMF	Pledge	Law School
Ximedica LLC	UMF	Gift	College of Science and Engineering

General Contingency

Fiscal Year 2014-15

Recipient	Allocation	Balance	Purpose
1 FY2015 General Contingency		\$1,000,000	
2 Carryforward from FY2014 into FY2015	785,396	1,785,396	
3 VP University Services	* 500,000	1,285,396	UMarket Logistics Dock
4 VP University Services	* 250,000	1,035,396	U Relations Space Remodel
5 VP University Services	(85,000)	1,120,396	U Market Sprinkler System (return of unused funds)
6 College of Liberal Arts	25,000	1,095,396	Human Rights Program
7 Office of Public Safety	* 271,300	824,096	PSECC Radio Technology
8 Environmental Health & Safety	200,000	624,096	UMore GUE Additional Investigation & Response Action Plan
9 VP University Services	150,000	474,096	UM Morris Biomass (Scope 1)
10 New items this reporting period:			
11 CFANS	333,600	140,496	Beef Feedlot move and renovation in Rosemount
13 FY 2014-15 Ending Balance	140,496		

* Subject to Board approval due to cost of \$250,000 or more

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

To Iceberg Technology Group for an estimated \$1,500,000 for post-implementation enhanced support consulting services for both direct services and backfill for the period of April 20, 2015 through June 30, 2015, following the enterprise-wide PeopleSoft systems upgrade.

The enhanced support period follows the upgrade of the University's PeopleSoft enterprise systems. During this period, contractors will test system improvements, diagnose performance problems and resolve issues through process changes, system configuration and software changes. Contractors will fill two primary roles: first is to provide skilled staffing for the enhanced support itself and second is to backfill positions in University departments that have provided staff for enhanced support.

Iceberg Technology Group has provided multiple consultants throughout the upgrade process. Many of these individuals will remain throughout the enhanced support period. Retention of individuals with prior knowledge of the University and its systems will reduce risks associated with this transition from implementation to operations, thereby providing greater control over costs. This request will provide continuity during the initial sixty days following implementation.

Iceberg Technology Group is on the University of Minnesota's University Wide Contract list. Vendors on this list were selected by the University through a competitive process and are approved for use by the University. The vendors have been chosen for their expertise in providing experienced technology consultants.

Funding for the post-implementation enhanced support budget, which includes this contract, will be provided by the University's Enterprise Assessment.

Submitted by: Dennis Wenzel
Director, Enterprise System Upgrade Program
150 Williamson Hall
Phone: 651-307-3900
Email: wenze069@umn.edu

Approval for this item requested by:



Enterprise Systems Upgrade Program Executive
Steering Committee Chair



Date

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

To Sierra-Cedar, Inc. for an estimated \$1,500,000 for post-implementation enhanced support consulting services for the period of April 20, 2015 through June 30, 2015, following the enterprise-wide PeopleSoft systems upgrade.

The enhanced support period follows the upgrade of the University's PeopleSoft enterprise systems. During this period, contractors will test system improvements, diagnose performance problems and resolve issues through process changes, system configuration and software changes. Contractors provide skilled staffing for the enhanced support.

Sierra-Cedar, Inc. was chosen by competitive bid for the implementation phase of the University's PeopleSoft upgrade as approved by the Regents in July 2012. Many of the individual consultants will remain throughout the enhanced support period. Retention of individuals with prior knowledge of the University and its systems will reduce risks associated with this transition from implementation to operations, thereby providing greater control over costs. This request will provide continuity during the initial sixty days following implementation.

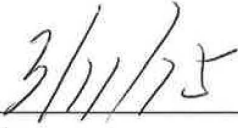
Funding for the post-implementation enhanced support budget, which includes this contract, will be provided by the University's Enterprise Assessment.

Submitted by: Dennis Wenzel
Director, Enterprise System Upgrade Program
150 Williamson Hall
Phone: 651-307-3900
Email: wenze069@umn.edu

Approval for this item requested by:



Enterprise Systems Upgrade Program Executive
Steering Committee Chair



Date

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

To ServiceNow.com for an additional \$1,600,000 for an online IT service management tool and support and maintenance for the period of June 20, 2016 through June 19, 2019 for the Office of Information Technology.

The IT Service Automation Suite provides software license subscription, updates, and 7x24 technical support and problem resolution via telephone, the web, and on-site. This suite offers process management and technology support to facilitate effective IT service management delivery through ITIL processes: Incident Management, Request Fulfillment, Change Management, Knowledge Management and Problem Management.

The University uses ServiceNow to track customer interactions with Technology Help across all campuses. It has become a widely used tool for IT@UMN to provide timely and appropriate service in IT support enabling University research, teaching, administration, and outreach. This tool remains critical to our efforts to standardize and align help desk services more efficiently across the institution.

This contract provides a 38% reduction in the cost per user across the entirety of the contract, effective immediately. This product was purchased through an RFP in 2011 and this is an extension of that contract. In December 2014, the Board of Regents had approved \$1,200,000 for ServiceNow.com through June 19, 2016.

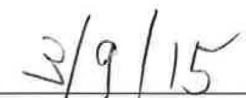
The Office of Information Technology (OIT) funds this subscription, product support and software updates to ensure continuous operation of mission critical functions. The expense will be covered from OIT's central O&M funds. The FY16 budget includes planning and funding for this expense.

Submitted by: Ron White
Purchasing, OIT Business Office
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Approval of this Item is requested by:



Vice President and CIO



Date



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Report of the Student Representatives to the Board of Regents

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

Presenters: Hannah Keil, Chair, Student Representatives to the Board of Regents
Callie Livengood, Vice Chair, Student Representatives to the Board of Regents

Purpose & Key Points

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

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

- Innovation and entrepreneurship
- Graduate outcomes
- Sustainability
- Financial literacy

An update on sexual assault programs and a report from campus student government organizations is also included in the docket materials.

Background Information

Board of Regents Policy: *Student Representatives to the Board of Regents* allows the student representatives, with the consent of the Executive Director, to make a report to the Board each semester. This year, the group chose to present one report for the year.

2014-15 REPORT OF THE STUDENT REPRESENTATIVES TO THE BOARD OF REGENTS

INTRODUCTION

Presenting a student led report is a unique opportunity given to the Student Representatives every year. Unlike past years, only one student report will be presented this year. The compilation of one report has expanded opportunities for conversation and research involving the selected topics. Through speaking with various individuals on all University of Minnesota campuses and deliberation within the Student Representatives, the Representatives decided upon focusing on four main topics:

1. Innovation and Entrepreneurship
2. Graduate Outcomes
3. Sustainability
4. Financial Literacy

INNOVATION AND ENTREPRENEURSHIP

In its most recent Twin Cities campus strategic plan, the University committed itself to being preeminent in solving the grand challenges of a diverse and changing world. Innovation and entrepreneurship (I&E) can play significant roles in realizing this vision both for the economic benefits they offer and the unique approaches and solutions they can provide.

In these fields, the University is in a very strong position compared to other institutions nationwide. With that being said, we feel more is possible. A renewed emphasis on I&E would go a long way to challenge the status quo and venture even further.

The Student Representatives believe that improved activities in these areas have the potential to increase innovation related revenues for the University and increase engagement with industry and community leaders.

Twin Cities Campus

In summer 2014, a student-led resource inventory¹ was commissioned for the Twin Cities campus by the Holmes Center for Entrepreneurship and the Technological Leadership Institute to classify courses, programs, and other resources on and off campus that are in support of the University I&E ecosystem. Findings were then benchmarked against more than 80 other US universities. Borrowing from the Wenger model for classifying 'communities of practice,' assets on campus fell into one of five columns in the Landscape:

1. Perceived Value Stage: In the earliest stage of education, the goal is to generate awareness about the importance of I&E and convey the fundamental elements. Some students come to school interested in learning about I&E and will seek out the resources to do so. Most, however, will need to be introduced to the field. There are three common methods for doing this.

¹https://docs.google.com/a/d.umn.edu/spreadsheet/ccc?key=0AtGRsz4i6ggadGlodlBEZFpXOF9aWk9Dd3gzTkNHbEE&usp=drive_web#gid=0

- **Course Work:** These courses can be solely focused on I&E, like Introduction to Entrepreneurship (MGMT 3010), or they can simply work the fundamental ideas and an analysis of their importance into the curriculum, like the Product Design program in the College of Design. The University is moderately strong in this area.
- **Student Groups & Events:** These sessions tend to highlight the subject. These include events where innovators and entrepreneurs talk about their experiences or where panels of experts discuss best practices and interesting new trends. Examples of this include the Entrepreneurship Club at the Carlson School or the Gemini Project workshops put on through the Technological Leadership Institute. This was also a relative area of strength for the University.
- **Institutional Attention & Praise:** Members of an organization tend to emulate the behaviors their leaders acknowledge and pay attention to. Hence, the more emphasis placed on I&E in University media and the more acclaim given to those that follow that path, the more it will intrigue the student body. Compared to other schools, particularly our Big Ten counterparts, this category has room for improvement.

2. Potential Value Stage: Once students reach a point where they want to understand I&E at a deeper level, it is important that they can do so. Beginner-level courses, co-curricular activities, competitions, ideation/venture creation activities can all serve this end. While some viable ideas and projects may come out of this, the real emphasis is to develop one's abilities to work in the I&E ecosystem. Providing an opportunity to practice these skills in a low risk environment improves the chances students will push themselves in later stages. Many programs already exist at the University and it does not appear that additional attention is needed at this time.

3. Applied Value: As students are inspired, develop their skill sets, and gain experience working in an innovative ecosystem, some may decide to explore a specific idea or project. This can be one of the most exciting, yet complex, stages of the I&E landscape. While the school may want to provide as much support as possible, it does not help the student to have all the risk taken away or to be provided with all the resources they need. Real learning happens when they "get out of the building" and go in search of resources.

It behooves the University to have a structure to accommodate these early-stage explorations. This structure can be curricular, like the Entrepreneurship in Action (MGMT 4171W/4172) course. Programs inside the University, like innovation spaces and partnerships with external industry partners, are also important. Co-Lab, the University's student-led business and idea incubator, is another good example. Relative to the size of our University, the capacity of these programs appear slightly smaller than those at other schools. This stage would benefit from continued focus.

4. Realized Value: Over time, students may commit to an opportunity and work to see it through to implementation and commercialization. Students may license a technology, form or join a startup, attain legal status for their opportunity, and/or begin generating revenue. Resources in support of this stage may include incubators/accelerators, seed funding sources, tech transfer and commercialization offices, and grant writing assistance.

This is an area where the University shines. Its recently amended Board of Regents Policy: *Commercialization of Intellectual Property Rights* is regarded as one of the most student-friendly in the nation and has been used as a model for proposed legislation by the lobbying organization Students for IP Rights.

The Office for Technology Commercialization (OTC) is also rivaling numerous universities. In fact, we found that the number of start-ups spun out of the University annually is on par with MIT and Stanford. Figure 1 summarizes OTC's performance in fiscal year 2013. Figure 2 summarizes OTC's performance over the last five years.

Figure 1: Office for Technology Commercialization's performance for FY13

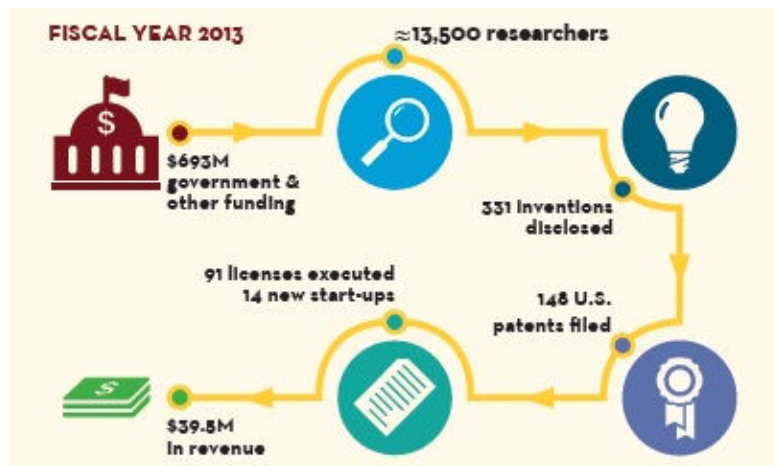
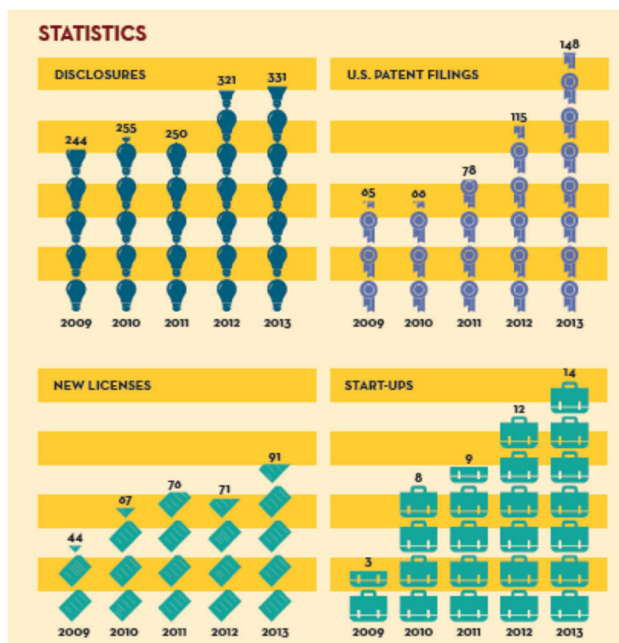


Figure 2: Office for Technology Commercialization's performance from 2009 to 2013



One note we would like to make is that the OTC is at a transition point where a few key patents have expired and they have experienced a dip in income for the University. **To maintain excellence into the future, the OTC will need maintained commitment at its current level of operation as it continues to offer a highly lucrative and rewarding avenue for increased returns to the University and its stakeholders.**

5. Reframed Value: With adequate support, hard work, and a favorable market, a student venture can flourish and is likely to move off-campus. At this point, it will look more like a typical high-growth enterprise. The University's involvement does not have to end here. Entrepreneurial alumni are known to be among the most likely to reinvest in their alma mater. In addition to financial gifts, these alumni also serve their former campus through mentorship, advising, and volunteering. **While steps have been taken by the Alumni Association to connect with these venturing graduates, we feel that more can be done. There is also value in connecting them to each other to further promote innovation and interaction between these entrepreneurial professionals.** Additionally, another way champions of I&E have been pioneering collaboration in these fields is through the MIN-Corps and MnDrive programs.

Duluth Campus

University of Minnesota Duluth (UMD) has steadily been expanding entrepreneurship opportunities over the last few years. The campus recently created two field related majors – Entrepreneurship and Cultural Entrepreneurship.

The Entrepreneurship major, created in Fall 2014, is offered through the Labovitz School of Business and Economics (LSBE) and focuses on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, resource acquisition and entrepreneurial management.² Students complete their degree by participating in a capstone project testing the feasibility of a business or actually launching their venture. The UMD Entrepreneurship program is already on track to have at least 20 declared majors by the beginning of next academic year.³

The Cultural Entrepreneurship program is offered through UMD's College of Liberal Arts. The major stresses the centrality of culture in the success of entrepreneurial endeavors and has been structured around three pillars – foreign languages, conceptual competencies, and core entrepreneurship classes.⁴

LSBE also has an Entrepreneurship Club. The club is student-run and meets biweekly. Their main activities include inviting local entrepreneurs to come speak to the group and participating in various entrepreneurship competitions, including the Minnesota Cup.⁵

Crookston Campus

The University of Minnesota Crookston campus has been involved in I&E through their Enactus chapter. Enactus is a non-profit organization set up to connect students, academics, and business leaders by putting together entrepreneurial projects based on community involvement and

² Online University Catalog, Duluth Campus, Entrepreneurship B.B.A.

³ Dr. Raymond Jones, Assistant Professor, Duluth campus

⁴ Aparna Katre, Assistant Professor, Duluth campus

⁵ Nathan Gervenak, President of Entrepreneurship Club, Duluth campus

outreach. One example of a successful project was the planning and execution of a community fundraiser for the Clean Water for Everyone Foundation, which aims to provide clean water and affordable water supplies to developing nations.⁶

Morris Campus

The University of Minnesota Morris also has entrepreneurial activity on campus. For example, their Center for Small Towns serves as an entrepreneurial community outreach project involving statistical and related research services for west central communities and organization. Professors have also gotten support for research that benefits ventures outside the university. For example, Dr. Stephen Burks' ongoing study, titled the "Truckers & Turnover Project", has had significant private sector support and has allowed him to work with major trucking firms on research that has business, academic and public policy applications.⁷

Rochester Campus

The University of Minnesota Rochester is in the early stage of developing an internal infrastructure that will better serve students who are interested in entrepreneurship. Campus leaders are also building partnerships with local companies who want to work with students.⁸

Although varying in involvement, one thing remains constant throughout the University of Minnesota system – there will be a growing demand for innovation and entrepreneurship knowledge and resources. Overall, the University is in a very strong position compared to other universities nationwide. That said, relative to the abundance of resources the University is endowed with, we are not accomplishing as much as we feel is possible. Given its size and prominence, we feel there is opportunity for improvement. A renewed emphasis on innovation and entrepreneurship would go a long way to challenging the status quo and venturing even further. **Further, the Student Representatives recommend that resources available on I&E-intensive campuses be duplicated or expanded to those campuses that need them.**

RECOMMENDATIONS

- A renewed emphasis on innovation and entrepreneurship, beginning with generating awareness about the importance of I&E.
- Maintained commitment to the OTC at its current level of operation.
- Increased partnership with the Alumni Association to connect with venturing graduates and further promote innovation and interaction.
- Expansion or duplication of resources available on I&E-intensive campuses to those University of Minnesota campuses in need of additional I&E resources.

GRADUATE OUTCOMES

Introduction

For decades, the University of Minnesota has supplied the work force with well-rounded, innovative, and qualified professionals. Although everyone has heard many success stories of

⁶ Brennan Andreas, Student, Crookston campus

⁷ Dr. Stephen Burks, Associate Professor, Morris campus

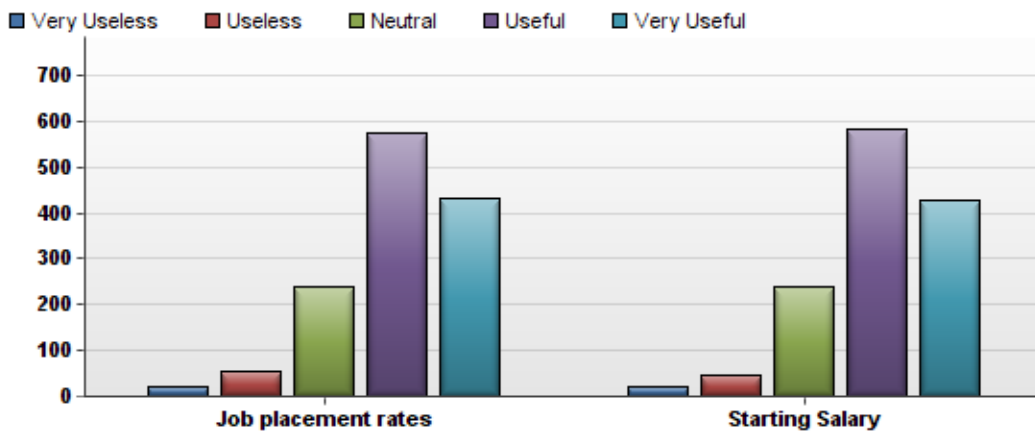
⁸ Ryan Furness, Teaching Specialist, Rochester campus

University graduates, it is necessary to have concrete information about all students, not just those who are highly successful in their given fields. For this section, information was gathered from all campuses in an attempt to view the tracking of the overall success of Minnesota graduates. This section will focus on the recording and reporting of graduate outcomes on each campus of the University of Minnesota.

The Importance of Graduate Outcome Data

On February 2, 2015, a survey was sent out by Minnesota Student Association (MSA) to all Twin Cities undergraduates inquiring about the demand for graduate outcome data. When students were asked whether or not they would find information on graduate job and salary either very useless, useless, neutral, useful, or very useful, 77 percent of students stated they would find both salary and job information either useful or very useful. Figure 3 displays a graphical representation of responses.

Figure 3: Survey responses to the question: “How useful would you consider the following regarding recently graduated University of Minnesota Students?”



Information provided by consistent and accurate graduation outcome surveys allows students to consider their future salary when contemplating a certain career path. When planning for the future, students are looking for financial predictability. With consistent surveys used within the University system, students will have the opportunity to see what similar graduates are doing post-graduation; therefore, allowing them to properly plan future finances. **Due to the guidance and usefulness graduation outcome data provides, the Student Representatives recommend the University take a vested interest in collecting and distributing this data to students.**

Methods of Collection on the Twin Cities Campus

The Twin Cities campus utilizes different practices to track their graduates depending on the college that the student was enrolled in while attending the University of Minnesota. Although the Office of Institutional Research (OIR) provides the University with a graduate outcomes tool accessible to all University of Minnesota campuses, not all colleges or campuses opt to use this tool.

The Graduate Outcomes survey is currently 21 questions in length and is administered to recent undergraduate degree recipients 6-9 months after graduation⁹. This survey, which is used as the main tool for graduate outcome data collection on the Twin Cities campus, includes questions involving post-graduation activity such as, employment, salary, loan debt and how well the University prepared them for that activity.¹⁰ While the use of this tool is optional, the majority of Twin Cities colleges choose to use the Graduate Outcomes survey provided by the University to track graduate information. Additionally, the individual colleges are an integral part in administering this survey to their graduates. Career Services Director on the Twin Cities campus, Becky Hall, noted the important role the individual colleges play in collecting this information due to the fact that; overall, graduates are more responsive to their individual college.

Two colleges on the Twin Cities campus, the Carlson School of Management (Carlson) and the College of Science and Engineering, choose to use other methods to collect data from their graduates. Both of these colleges have opted out of using the Graduate Outcomes tool due to college-specific questions used in their surveys as well as earlier job recruitment periods for students enrolled in his or her respective college.

Carlson uses a graduate exit survey specific to their college. The primary reason Carlson has decided to use a separate survey rather than the Graduate Outcomes survey through the OIR is the difference in recruitment times. While the Graduate Outcomes survey is sent out six to nine months after graduation, Carlson's survey is sent to students beginning in August before their senior year to coincide with the time students begin to be sought out by prospective employers. Additionally, Mindy Deardurff, who is the Director of Carlson's Undergraduate Business Career Center stated that students are much more willing to respond to this survey when they are still students. The time in which Carlson sends out the graduate exit survey plays a large role in their consistently receiving a 90 percent or higher response rate. Carlson's exit survey focuses on topics such as, salary, future employer, signing bonuses, and location of future employment.¹¹ Similarly, the College of Science and Engineering (CSE) uses a unique survey for their graduates that are sent out prior to graduation to allow for a better response rate.

Future of Data Collection On the Twin Cities Campus

The current Graduate Outcomes survey will be phased out this upcoming spring and will be replaced with a new, similar survey that is currently being used by numerous colleges across the nation, such as the University of Illinois Urbana Champaign, Texas Lutheran University, and St. John Fisher College. The new survey, called "The Outcomes Survey,"¹² is powered by CSO Research, Inc. and will once again, be administered through the OIR. The Outcomes Survey is based on the NACE guidelines. Similar to the current survey tool being used, The Outcomes Survey will primarily be utilized by the Twin Cities campus and the Rochester campus. Other system campuses, as well as Carlson and CSE on the Twin Cities campus, plan to continue to use their unique survey tools. The same reporting time frame issues will exist with The Outcomes Survey.

⁹ <http://www.oir.umn.edu/surveys/grad>

¹⁰ <http://www.oir.umn.edu/static/surveys/graduate/instrument-2013.pdf>

¹¹ <http://carlsonschool.umn.edu/companies-recruiters/hire-carlson-students/employment-report>

¹² http://theoutcomessurvey.com/the_survey/

The Outcomes Survey offers various benefits for the University. First, since the new tool is already in use by approximately 90 other institutions, it will allow us to benchmark University of Minnesota graduates with graduates of other institutions. The opportunity to compare graduate outcomes with many of our peer institutions is vital in a student's future planning and is valuable information for the University. While timeframe issues still exist through the use of The Outcomes Survey, Becky Hall noted the possibility of adopting the timeframes through which this survey operates. If this were achieved, colleges, such as Carlson and CSE, would be able to utilize the tool. Additionally, system-wide use of The Outcomes Survey will increase our reputation as an institution that is both transparent and prepares our graduates for their future plans. **Therefore, the Student Representatives recommend that The Outcomes Survey be adapted to fit the needs of all colleges. With the adaptation of individual college needs, we recommend the encouragement of all University of Minnesota campuses to use The Outcomes Survey beginning during the rollout in spring 2015.**

Data Collection at System Campuses

Similar to the Twin Cities campus, the University of Minnesota system campuses use various tools and methods to collect graduate outcomes information. The Crookston, Duluth and Morris campuses each send out unique campus-specific surveys to their graduates. As previously noted, the Rochester campus is planned to transition to using The Outcomes Survey this coming spring. Due to the differences in surveys, the type of data collected between campuses is not consistent. Both the Crookston and Duluth campuses have found success in administering a short survey that allows students to complete in a limited amount of time. Additionally, after the Crookston and Duluth campuses collect information related to post-graduation employment and continuing education, further analysis is provided. For example, both campuses analyze post-graduation employment and if it correlates with the area the student majored in while attending the University of Minnesota.

Current Data Collection and Accessibility Issues

Though attempts to collect data on graduates are consistently made in every college and campus across the University, insufficiency exists within the various processes. Some colleges, such as the College of Liberal Arts on the Twin Cities campus, which is exceptionally diverse and populated, have a very difficult time with data collection due to the nature of their graduates and their careers. On the other hand, colleges with fewer majors and graduates, such as Carlson, have an easier time with collection. Therefore, the efforts that need to be made by larger colleges are exponentially greater, yet they do not have the necessary staffing to collect proper data.

Furthermore, time-frame inconsistencies and differences in data collected by colleges across the system force colleges to use different surveys. Due to the lack of uniformity in surveys, it is more difficult to compare colleges and degree programs. Although the Minnesota Department of Employment and Economic Development provides an overarching data source for graduate outcomes across the state, one cannot distinguish Minnesota graduates from graduates of other colleges across the state and lacks adequate information, such as the percentage of students who decided to continue their education.

Lastly, student accessibility to information provided by graduate outcomes surveys is very limited. Every college conducts data collection, but not every college edits collected data for confidentiality, analyzes it, and allows student access to see the results. The following schools provided information somewhere on their website: the Carlson School of Management,¹³ the College of Design; and the College of Food Agriculture, and Natural Resource Science,¹⁴ and the College of Education and Human Development.¹⁵ The results from the overall Graduate Outcomes survey are not available to students due to their restricted access on the OIR website.¹⁶ Other various universities allow students access to their graduate outcomes survey. The University of Iowa gathers information from their graduates, then publishes a report that includes the survey information, as well as information on their Career Services Department and student testimonials about the value the career center holds. Additionally, they use this documentation as recruitment materials. After Purdue University conducts their survey, the information is made available on an easy-to-read dashboard that includes graphs and charts indicating salary breakdowns, popular industries and top employers.

Essentially, students at the University of Minnesota are not allowed to see relevant statistics to their major program even though students have a vested interest in where University graduates end up upon leaving the University. **Therefore, the Student Representatives recommend the data collected by graduate outcomes surveys are edited for confidentiality, analyzed, and accessible to current and prospective students.**

RECOMMENDATIONS

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

SUSTAINABILITY

Sustainability in Practice and Curriculum

Sustainability is imperative to maintain the University's commitment to the American College and University President's Climate Commitment (ACUPCC), to become a leader in the Big Ten, and attract top talent. The University, by no means, shirks its responsibility towards sustainability, but it can do more. As a research institution with a mission to better the surrounding community, it is important to be a leader and innovator in clean practices.

¹³ <http://carlsonschool.umn.edu/companies-recruiters/hire-carlson-students/employment-report>

¹⁴ <http://careerhelp.umn.edu/gradsurveys.html>

¹⁵ <http://www.cehd.umn.edu/Career/degrees/majors/graduates-careers.html>

¹⁶ <http://www.oir.umn.edu/surveys/grad>

Consistent emphasis must be placed on sustainable practices on every campus, both student led and curriculum based.

The University is currently an active member in the ACUPCC, devoted to creating a sustainable society.¹⁷ The University system is one of 677 signatories committed to developing solutions for a healthy world. The goal for all these institutions is to reach climate neutrality. In 2014, the Twin Cities and Rochester campuses were recognized for their financial support. Second Nature, the lead supporting organization for the ACUPCC, recognized the Morris campus as a Baccalaureate Climate Leader, as well. Morris is a sustainability leader across the nation and a positive example to other campuses within the system due to student led initiatives and a robust curriculum. 111 other ACUPCC colleges require sustainability as a learning objective and many plan to be energy neutral with 15 years. Every University campus has signed on to ACUPCC and should attempt these same goals.

Many Big Ten and similar schools to the University are excelling in Green Practices as well. The EPA came out with a list of Top 30 Green Schools including Ohio State, Northwestern, Wisconsin, and St. Thomas. This list looked at annual green power used and the percentage of green power to total energy used. Each of these four schools noted wind power as their main source of green power. All four are competitors with the University for prospective students.

The Princeton Review also rates colleges on all aspects and even has a “Green Certification” that Morris, Duluth, and Twin Cities campus all meet. The website also published top Green schools that included University of Illinois at Urbana-Champaign and Iowa State. Iowa State has the “Live Green!” program which has led to a Director of Sustainability, Advisory Committee, and a loan fund for research and sustainable practices. Specific student led initiatives have resulted in a higher amount of compost and trayless dining centers to reduce waste.

Rob Franek, who is The Princeton Review’s chief expert on higher education issues, noted an increase in sustainability as a criterion for students’ college choice. “Among 10,116 college applicants Princeton Review surveyed in 2014 for its “College Hopes & Worries Survey,” 61 percent said having information about a college’s commitment to the environment would impact their decision to apply to or attend a school”.¹⁸

Sustainable practices are more than just socially responsible; they are key to attracting top talent to the University. It is imperative that the University continues its leadership role in sustainability.

Purdue, for example, has created a strategic plan for sustainability,¹⁹ which includes clear short term and long term goals.²⁰ The current University purchasing policy,²¹ as an example, does not mention sustainability or environmentally safe practices. Different language is being used in reports as well; common sustainability metrics for all University campuses (i.e. energy savings

¹⁷ <http://www.presidentsclimatecommitment.org/>

¹⁸ <http://www.princetonreview.com/green-guide.aspx>

¹⁹ <http://www.purdue.edu/sustainability/>

²⁰ http://www.purdue.edu/sustainability/documents/sustainability_strategicplan.pdf

²¹ <http://www.policy.umn.edu/Policies/Finance/Procurement/PURCHASING.html>

measurements, food waste measurements etc.) would help compare campuses and programs. **The Student Representatives recommend that clear Board level metrics to measure sustainability are established and included in annual sustainability reports to the Board. Clear metrics would allow the Board to hold the administration accountable to progress towards improved sustainability across the University.** We would like to see increased responsibility for key, high-level leaders across priority areas such as buildings, energy, purchasing, waste, etc. We believe one of the University's largest barriers is a lack of sustainability being integrated into University Governance.

Obstacles from Student Perspectives

Many students value sustainability, this is shown by the 40 Environmental/Sustainability focused student groups on the Twin Cities campus and 50+ system wide. Many of these groups attempt to research and implement sustainable practices on campus; however, they meet many obstacles including awareness and intricate University policy systems. The February Facilities and Operations Committee meeting involved a Sustainability Update that acknowledged the efforts of students as being imperative to meeting University goals.

Sustainability should be more pertinent in curriculum. On the Twin Cities campus, over 170 Environment themed classes are offered this spring. Pushing to have sustainable topics touched in all subjects or educating professors on its importance in curriculum would help current processes be more utilized. The student chapter of The Technological Association of the Pulp and Paper Industry (TAPPI) struggles to educate people on why renewable energies, not just saving energy, are useful. Minor switches to biodegradable plastic bags at cafeterias or at the bookstore, expansion of organics recycling programs, and recovering waste from resident halls are all problems student groups are attempting to solve.

Solutions to these problems are bogged down by the complexity of a large University. Student, Jackie Klimek, gives an example, "In order to get organics initiatives implemented you have to go through the recycling program, custodial program, the faculty/staff of a building, university administration, and sometimes food services and the sustainability department and make sure they are all in agreement on how or if organics recycling should be implemented." According to the Sustainability Update, only 49 percent of waste was diverted in 2014. The University could increase composting dramatically if student initiatives were streamlined through the system faster and more students understood its importance.

Multiple student groups such as Corporate Environmental Management Network and Students for Sustainability, believe that a public statement on the growing importance and priority of sustainable practices from the Regents would speed up processes and help make resources available to solve these issues. Goals and attempts are made clear in Board of Regents Policy: *Sustainability and Energy Efficiency*, and in the yearly updates to the Board. However, students are still struggling to implement easy fixes campus wide. **The Student Representatives recommend a more formal structure to engage administrations from one campus to the other in sustainability efforts.**

Towards a Sustainable Endowment

The University has made great strides towards sustainability via on-campus initiatives, outreach and engagement, and in its curricula and research. However, by holistic accounting, we must also include the sustainability and social responsibility of the University's wealth and financial assets. When considering the University's environmental impact, we must include all assets, including the University endowment.

As an initial step towards a sustainable endowment, the Board of Regents adopted a social mission for the University's investment program in May of 2014. The policy establishes an investment management guideline which states "The University shall consider social responsibility in its investment decisions." As reported in September of 2014, the Office of Investment Banking (OIB) has evaluated five investment managers/funds meeting this criteria, but has yet to engage with these managers.

Driven by student initiative, the University is also making progress around the discussion of fossil fuel divestment as a means to hold the University accountable to the social mission statement made in May 2014. From the student perspective, it is imperative that the University progress towards a more sustainable and socially responsible endowment. In the spirit of rejecting complacency and addressing society's grand challenges, Morris Campus Student Association (MCSA) and MSA, student governances at Morris and UMTC, respectively, adopted resolutions in support of fossil fuel divestment.

The student-driven fossil fuel divestment movement calls on university administrators to immediately freeze any new investments in the top 200 fossil fuel companies and to divest their endowment from these companies within 5 years. There are divestment campaigns at 308 colleges and universities, 105 cities and states, and 6 religious institutions. Within higher education, numerous universities have committed to some form of fossil-fuel divestment including San Francisco State University, Sterling College, University of Leeds, Stanford, and the University of Maine. As the movement has gained momentum, diverse entities, including the Rockefeller Brothers Fund, the Norwegian Sovereign Wealth Fund (likely to be the largest monetary fossil fuel divestiture to-date), and the city of Oakland have committed to divestment.

To research pathways to a sustainable endowment, an inter-campus contingency of students have collaborated with the OIB's Chief Investment Officer, Associate Vice President Stuart Mason. The group, comprising of, Alex Vagac, Patty O'Keefe, Andy Pearson, Simone Childs-Walker, and Natalie Hoidal are rejecting complacency and openly working with the office to research and explore different pathways to divestment.

Given the physical, economic, and social impacts of fossil fuel holdings, research and serious consideration into the feasibility of divestment at the University is timely and pertinent.

Following Associate Vice President Mason's suggestions, we have the possibility of working with our endowment managers (Blackrock, Goldman Sachs) to shift funds to Fossil Fuel-Free Indices. The largest barrier at this point to completing such action arises from the relative immaturity of these indices. From these meetings, Associate Vice President Mason has suggested that these screened indices will be ready for institutional investors within six months to a year.

The Student Representatives support a continued focus and transition toward an endowment that has a strong adherence to sustainability and social mission, as stated in Board Policy. The University has made nationally renowned strides towards sustainability. To progress holistically in sustainability metrics, we must explore, identify, and take action towards a sustainable endowment. We recommend the University explore and execute options such as divestment and other socially responsible manager-practices.

RECOMMENDATIONS

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

In June 2014, the Student Representatives presented to the Board of Regents about the importance of financial literacy for the University of Minnesota system. Financial literacy continues to be a topic that the Student Representatives feel the University must place as a top priority in decision making and future growth. Last spring, the Student Representatives focused on the activities that the University campuses were currently participating in. While progress has been made throughout the system regarding financial literacy, more can be done. Promoting a campus culture that revolves around smart financial decisions will allow students to create habits of proper spending and saving while in college.

This year, the Student Representatives would like to focus on the mindset of University students surrounding financial decisions. Since the initial presentation of this topic, various activities have taken place. Below are updates of financial literacy happenings on each of the campuses since spring of 2014.

Duluth Campus

The Live Like a Student campaign continues to make an impact on students' financial literacy knowledge. Niki Pechinski, UMD's Financial Literacy Educator, conducted a program for Bulldog Welcome Week, which informed nearly incoming freshman students about financial literacy topics.

Twin Cities Campus

After exploring peer-to-peer financial consultation at the Twin Cities campus, due to scheduling, space and money, MSA found the plan was not feasible. The Twin Cities campus continues to use outreach through the Live Like a Student Campaign by email, social media and presentations. Additionally, eight counselors on the Twin Cities campus are in the process of earning their Inceptia Personal Financial Management Certification,²² which is a personal finances counseling training specific to higher education.

Crookston Campus

Besides offering financial counseling for financial aid, loans and repayment, etc., the Financial Aid Office on the Crookston campus offers occasional workshops, mostly geared towards graduating seniors that are focused on loan repayment.

Morris Campus

The Morris campus took an important step this past year with the integration of a new One Stop Office. The One Stop office handles financial aid, work-study, and registration questions from students. The motivation in creating the One Stop Office stemmed from aiming to alleviate the workload from the Financial Aid office and to provide students with an office specifically designated for assisting students with financial literacy questions. Additionally, UMM has begun participating in the Live Like a Student campaign, however, it is only in the initial stages.

Rochester Campus

The Rochester campus has had little development in financial literacy. A financial planning workshop for those planning on studying abroad is offered, but this remains the only financial literacy workshop offered.

Changing Financial Behavior Culture

Niki Pechinski and other stakeholders at UMD have noted the need for financial literacy for students. She has found that students are overestimating their future salaries and believe they have less debt than institutional data suggests.

EverFi, a leading education technology company, conducted a study surveying 40,000 first-year college students from across the United States. The results of the study were summarized in a report titled “Money Matters on Campus.”²³ Along with asking students about subjects such as banking, savings, credit cards, and school loans, EverFi also conducted research on student attitudes surrounding finance-related topics. 40.5 percent of respondents at least moderately agree to the statement, “students have to go into debt.” 60.1 percent of respondents at least moderately agree to the statement, “it’s okay to have an overdraft fee if you know you can pay it off.” 30.7 percent of respondents at least moderately agree to the statement, “it’s better to have something now and pay for it later.” 60.2 percent of respondents at least moderately agree to the

²² "Personal Financial Management Certification Inceptia." Inceptia. N.p., n.d. Web. 27 Feb. 2015. <<https://www.inceptia.org/success/financial-education/certification/>>.

²³ <http://moneymattersoncampus.org/download/>

statement, “I like to own things that impress people.” Furthermore, the survey indicated that 79.2 percent of students who responded, “frequently” worry about debt.²⁴

The results presented in the EverFi study provide an alarming reality of the mindset of college-aged students. **By creating a culture at the University of Minnesota that places an emphasis on students making smart financial decisions, students will begin to steer away from the “buy now, pay for it later,” mindset. Creating a culture that revolves around smart financial decision making involves integration of financial literacy education throughout each undergraduate year.**

The EverFi study also presented certain factors that play a more consistent and stronger role in the results related to student financial attitudes and behaviors. The three factors that played a more consistent and stronger role include: cautious financial attitudes, debt as a necessity, and spending compulsion. The third factor – spending compulsion – relates closely to the affect student mindset plays into financial decision-making. Niki Pechinkski has found that students have difficulty saying “no” when it comes to discretionary spending. Indiana University’s financial literacy website, also known as MoneySmarts, provides students with a podcast series titled “Affording Your Social Life.” This podcast series recognizes the large role peer pressure plays into college students’ financial decisions. In the podcast titled “Financial Peer Pressure,” Phil notes the pressures college students face - “College is a time when financial peer pressure will probably be at its peak.” He continues by saying, “when you’re in college you’re 100 percent of the time surrounded by a large group of your peers and it’s very hard...everyone is always spending money...if that’s what you’re around all the time, then it’s very hard to detach yourself from it.”²⁵

While changing the mindset of students and the culture surrounding a certain topic for a large university with five distinct campuses is not an easy task, it is a challenge the University must continue to approach head on. Indiana University (IU), is a seven-campus system and is home to a strong financial literacy program. During the 2012-2013 academic year IU contacted students before they took out loans for the next year to inform them of what their monthly payment, interest rate, and aggregate debt would be after graduation. These letters were coined “debt letters.” Through this initiative loan disbursements at IU decreased 11 percent, or \$31 million.²⁶ By making students aware of the debt they were incurring before taking out loans, rather than just providing exit loan counseling after students had incurred the debt, IU influenced the mindset of students in a significant and important way.

Additionally, as presented in the Academic and Student Affairs Committee during the February Regents meetings, the Office of the Vice Provost for Undergraduate Education partnered with the Office of Measurement Services to conduct a financial behavior survey sent to 27,260 students on the Twin Cities campus. The survey had a 14.7 percent response rate. The survey

²⁴ “How Early Attitudes and Behaviors Affect the Financial Decisions of First-Year College Students.” *Money Matters On Campus*: 13, 17. Accessed March 6, 2015.

²⁵ <http://moneysmarts.iu.edu/tips/social-life/financial-peer-pressure.shtml>

²⁶ Lorin, Janet. “How Students at a U.S. University Borrowed \$31 Million Less.” *Bloomberg Business*, July 4, 2014. <<http://www.bloomberg.com/news/articles/2014-07-03/here-s-how-indiana-university-students-borrowed-31-million-less>>.

indicated “as students progress toward graduation, they demonstrate greater financial independence and talk with families less frequently about financial behaviors.” Additionally, the survey indicated “students regularly speak to parents about current finances, but are less likely to discuss long-term financial planning.”²⁷ The Financial Behavior survey points to the need for intentional financial training. By ensuring students understand the consequence of their actions (i.e., taking out loans or overspending,) they can be better prepared to manager their own money as they become more independent from their parents. **Whether it is through letters, emails, or some other form of communication, the Student Representatives recommend the University provides frequent “stopping points” for students before taking out loans by establishing a similar program as IU.**

RECOMMENDATIONS

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

SEXUAL ASSUALT UPDATE

Every campus, with exception of the Twin Cities, has used the White House supported “It’s On Us” Campaign. Led by Vice President Biden, the “It’s On Us” initiative is an awareness campaign to help put an end to sexual assault and encourage bystander intervention through viral videos, an online pledge, and various marketing tactics. This campaign was brought to each campus mainly through student led initiatives by Greek leaders at Duluth, HELP student group at Rochester, Peer Mentors and Orientation leaders at Crookston, and the Morris Feminists. Each campus has supplemented the campaign. Duluth included additional Bystander Intervention training ran by Peer Sexual Education volunteers, advised by Dori Decker. UMD Greek Life requires 25 percent of members to be trained. Crookston created its own awareness through a student led sexual assault prevention video and is working on making reporting easier. Morris has used the “Green Dot” campaign, another Bystander Intervention focused marketing tactic, in the recent past and hopes to further integrate these programs into campus initiatives.

The Twin Cities campus sexual assault updates can be found under the Twin Cities Campus Update section below.

Twin Cities Campus Update

Minnesota Student Association (MSA) has been working this semester on the sexual assault awareness and prevention, and college affordability. As we move forward with these projects, we ask the Board of Regents to be cognizant of long term solutions for these issues.

²⁷ “Student Financial Behaviors Survey Results and Analysis,” University of Minnesota Office of the Vice Provost for Undergraduate Education and Office of Measurement Services, February 18, 2015

Sexual assault prevention and awareness

MSA has created three task forces, in consultation with University of Minnesota departments, to address the issue of sexual assault on our campus. The three task forces are as follows:

1. *Policy:* This task force is focused on evaluating current policies and procedures the University of Minnesota uses in sexual assault. The goals of this task force include evaluating the merits of creating an affirmative consent standard on campus, implementing minimum sanction guidelines, and advocated for full funding of a new position called the Male Engagement Coordinator for the Aurora Center. Additionally, this spring, the MSA President will be attending a meeting with the Department of Education to discuss their recommendation to remove students from sexual assault panels.
2. *Training:* This task force is focused on increasing the number of students trained in bystander prevention and have the knowledge of the resources available to victim survivors and the process they would go through if they chose to report their assault. Integral to this task force is a partnership with the Greek community, with the end goal to get one member of each Greek house trained as a liaison for their respective house. We will be expanding this training to other student group leaders after Greek leaders.
3. *Awareness:* This task force is focused on educating the community about sexual assault resources on campus, the process victim survivors will go to and education surrounding affirmative consent.

College affordability

The government relations arm of MSA has been active in supporting the University of Minnesota budget request, with the majority of our work being done to support the request for a second tuition freeze. Over two dozen students attended the University of Minnesota Alumni Association Legislative Briefing to inform alumni and University stakeholders about why the budget request matters to us. In February, over 200 students organized more than 115 meetings with legislators for the annual Support the U Day event. The focus of the event was to advocate for the tuition freeze as well as support long term affordability solutions for after this biennium.

Duluth Campus Update

If there were one word to describe this past year at the University of Minnesota Duluth, it would be “change.” We have been balancing budgets, opening new spaces and strategically preparing to meet the needs of future students while preserving if not improving the quality of education at UMD.

Improving Communication

As a primary initiative of Student Association, we appreciate the improved efforts of communication and connectedness across the University system, though more work still remains. Projects such as the Humans of UMN accounts and collaborative efforts from the Minnesota

Student Association have improved our leverage and voice on issues of policy and lobbying efforts. As a system campus, however, we still have to fight to even be heard in the University Senate. It is here where our needs are often overlooked and misrepresented at times due to a large majority in the Twin Cities. While we can appreciate the intention of policies discussed in the University Senate, often times, as in the case of student fees and the student fee process, system campuses are left entirely out of the conversations, and the research to determine the need for a change in policy. This procedure of policy-making and disregard for system campuses causes concern and often unrest among our governing body.

Financial Concerns

Students have played an active role in the discussions regarding our budget challenges at UMD. From simply giving feedback about decisions, to brainstorming and sharing ideas for future revenue sources our representatives have worked tirelessly to find solutions that will position UMD best for the future and cause the least amount of harm in the short term. With that said, students are demanding more and more transparency from the University system and the logic behind fair and equitable funds distribution. While our original initiative started as work-study awareness, our focus has switched to educating students about University funding sources. Social media has proved a useful tool in spreading information about the financial situation, but as student representatives we have very little concrete information to give. We sense that this general lack of transparency is having an adverse effect on campus climate, and we will continue to advocate for a more transparent internal financial distribution system.

Student Life Strides

UMD Student Association believes that recent investments to the Student Life experience at UMD are starting to see returns. Within the past year we have seen the opening of new eating options with more modern meal plans and given input on the upcoming dining center renovations. We have been happy to be able to support the development of a new gender inclusive housing policy set to be implemented for fall of 2015, furthering our commitment to our campus goal of inclusivity for all people and Student Association's initiative of improving campus safety. Renovations to student lounge spaces in our Kirby Student Center and across campus have received praise and thanks from current students as well as prospective students and families who continue to be impressed by our facilities and the programs they support.

Crookston Campus Update

Community Relations

UMC as a whole has made great strides in fostering relationships within the Crookston community this year. The 2014 homecoming theme of, "Paint the Town," helped the students and community work together to show support for the campus. Currently, University Relations and student groups are working together to foster greater, "Town/Gown," relationships through discussions, meetings, and inclusive activities. These projects in conjunction with the continuation of Maroon and Gold Fridays, which encourages the town to show their Golden Eagle spirit each Friday, will help to continue the relationship between the University, the campus, and the city of Crookston.

Student Fees

This year the University of Minnesota Crookston is working through a drop in enrollment of on-campus students while continuing to experience strong online student numbers. The reduction of on-campus students impacts many areas of campus, especially organizations asking for student fees. With a drop of almost 350 students over the past few years, some organizations are going to face thousands of dollars less than they have received in the past. This year, student organizations that request student fees could have asked for increases to make up the shortfall, but the majority did not do so. Many of the fee-requesting bodies on campus decided to hold their fees as to not raise the cost of attendance for students. Other groups needed to request more money to maintain the services they provide that, at a small campus, are especially important.

Engagement and Branding

The Crookston Student Association (CSA) has focused on campus engagement and branding of the organization to create a stronger presence on campus. Through the formation of two committees, the Crookston Student Association has worked to increase participation in full board meetings, enhance student interest in CSA, and improve overall participation and involvement in campus events. Through the utilization of short surveys, CSA has been able to inform themselves of the needs, wants and ideas of the student body and has adjusted accordingly. Greater interest has been generated regarding the positions and opportunities available to students by serving as a member of the student association through “Meet and Greet” events and a CSA Fair, where current executive board members are able to talk about their position and answer questions.

Protecting the Unique Needs at Each University of Minnesota Campus

The University of Minnesota Crookston Student Association sees the value, uniqueness, and talents that each campus in the University of Minnesota System holds. We enjoy opportunities to discuss, interact, and learn from each other. Due to the unique nature that each individual campus holds, we believe that it is important to give attention to the fact that all campuses are individual in their needs when making system-wide policies.

Rochester Campus Update

As an emerging campus, the University of Minnesota Rochester is currently working to better establish itself in the community. This being the fourth year of the Rochester Student Association, we have seen great strides in campus recognition. This can be shown with our 54 percent voting in our previous spring elections. The Rochester campus is in the midst of its spring elections for elected positions for this upcoming year. Appointed positions will be filled later this year.

Rochester campus’ tenacious efforts to establish itself in the community, the students at the Rochester campus would like to bring the following items to the attention of the University’s Board of Regents and administration.

Trick or Canning

This being the fourth year for hosting our annual Trick or Canning, we have collected more non-perishable food items than ever before. Trick or Canning is an event that occurs the day before Halloween. Students go and collect canned goods from various houses surrounding the

downtown Rochester area. With participation from over 20 students this year, we were able to collect a total of 536 pounds of food.

Blue Light Safety Poles

Due to recent safety concerns, the Rochester Student Association has started the process of installing Blue Light Safety Poles throughout Rochester. Being that our campus is integrated into the community, we are currently working with the Rochester Police Force on this issue.

Street Store

The Rochester campus hosted its first ever Street Store to raise awareness for homelessness within our community as well as distribute goods to those in need. The thestreetstore.org is a global organization that was founded in January of 2014 to address homelessness in Cape Town, South Africa. The founders Max Pazak and Kayli Levitan recognized that homelessness is not a Cape Town issue only, so they made the organization open-sourced.

Donation Creation

During October, the Rochester campus participated in a Month of Giving. Donation creation took place the week of October 20. The Rochester campus faculty, staff, and students were asked to bring in non-perishable food items throughout the week to be used in the Donation Creation event that Friday. Prior to that week clubs signed up to create a three dimensional sculpture from the collected items. This event collected 413 pounds of food to be donated to our local food bank, Channel One Food Bank.

Pennies for Patients

This spring, Rochester Student Association will host a Pennies for Patients campaign. Five faculty members will be participating in this event. Based on the amount of coins and dollars donated per jar, the faculty with the most “points” will be pried in the face at our Annual Talent Show on Tuesday, April 14th.

Morris Campus Update

The Morris campus has been active this year. From the state’s most successful college GOTV efforts to multiple community and campus engagement weeks, it has been a busy year for student governance. The students of the Morris campus would like to bring the following items to the attention of the University’s Board of Regents and administration.

Divestment from Fossil Fuels

Reflecting the aforementioned surplus in activity, students at the Morris campus collected over 350 signatures in one day calling for the University to pull its investments in fossil fuels. Students have engaged our administration in conversations about this and are well aware that the Morris campus does not have autonomy over holdings.

Currently, a contingency of UMTC and Morris students are collaborating with the Office of Investment Banking to pursue sustainable, fossil free indices. The Morris Campus Student Association urges the Regents to seriously and earnestly request that the Office of Investment Banking pursue such sustainable investment practices.

Native American Tuition Waiver

Morris is a national leader in both environmental and social progress. Morris is currently among two higher educational institutions in the United States that offers a full tuition waiver to Native Americans. Currently standing on Dakota occupied territory, the Morris campus' original use was to forcefully board and "reform" Native Americans as an "Indian Boarding School." Currently, 17% of our student body is Native American and roughly 41% of our incoming freshmen are first generation college students. Despite for being nationally renowned for this important mission, we seek greater support via the federal government. The Morris Campus Student Association asks the Regents to encourage central administration to further support this mission and to leverage relations with the federal government for increased support.

Activity Fee

Following student petitioning spring 2014, the Activity Fee Review Committee voted to raise our activity fee this past year. However, given commitments to keep tuition frozen, it is unclear how higher levels of administration will treat this fee increase. The Morris Campus Student Association asks that the self-imposed activity fee raise be respected by all levels of University fiscal management.

Miscellany

The Morris Campus Student Association voices concern over disability services in our historic, campus malls. Although we value having our central 'mall' buildings registered on the National Register of Historic Places, this certification prevents us from modifying the buildings to provide accessibility to physically disabled persons. If you are paraplegic, you cannot visit the Chancellor's office. It is important the University of Minnesota can provide these basic services to visitors, students, and faculty. As such, we stress the importance of dedicating University-wide funding options (HEAPRA etc.) to address these issues.

Graduate and Professional Student Assembly (GAPSA) Update

This year the GAPSA Assembly approved various resolutions, which are available at: <http://z.umn.edu/platform>. This campus update focuses on our main initiatives.

Restructuring [COGS-PSA]: From April 15th to April 17th graduate and professional students will vote on whether to approve the separation of the current combined graduate and professional student government organization (GAPSA) into an organization for graduate students (COGS) and a distinct organization for professional students (MPSA).

Tuition Freeze: GAPSA approved a resolution in support of the tuition freeze and for its extension to out-of-state students. Advocating for a tuition freeze, the greatest number of graduate and professional students ever attended "Support The U Day" at the State Capitol. GAPSA is also advocating for additional debt relief opportunities.

Diversity: Resolutions were approved to improve recruitment of underrepresented graduate students, as well as remove race from crime alerts. GAPSA will also discuss a resolution in

support of Chicano Studies at its next meeting. GAPSA helped organize various Campus Climate World Cafes and an Open Space event. We hope these conversations lead to actions that improve the campus climate and make every student feel welcome.

Immigration Innovation: GAPSA voted to support Sen. Klobuchar's co-sponsored bill S.153 I-Squared Act 2015, removing the H1B visa cap for advanced degrees. Many international graduate and professional students face difficulties securing an H1B visa because of the current raffle system. The bill reduces the risk to employers sponsoring an international student who graduated from the University.

After Hours Parking: GAPSA approved a resolution to reduce after hours parking costs at campus ramps. Even during hours when parking ramps are practically empty, students must pay \$6 dollars for the first two hours. Consequently, some university services, such as the Recreation and Wellness Center and free University sponsored evening events, are underutilized by graduate and professional students due to the high costs of parking (as many of them commute to campus).

Programming: A GAPSA-sponsored concert headlined by Mason Jennings is planned for April 9th. GAPSA, in collaboration with COGS, CIGS, and others, also participates in Student Appreciation Week, which includes various events such as: Free Coffee & Bagels, Free student massages, a Movie-screening, etc. Other events this year include: Mentoring and Advising Awards and the McEvoy Awards, among others. With the University producing many varieties of apples, GAPSA also discussed the possibilities of hosting a hard cider competition.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Assumptions and Principles Guiding Long-Range Twin Cities Campus Planning

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

This is a report required by Board policy.

Presenters: President Eric W. Kaler
Karen Hanson, Senior Vice President for Academic Affairs and Provost
Brian Herman, Vice President for Research
Brooks Jackson, Vice President for Health Sciences and Dean of the Medical School
Pamela Wheelock, Vice President, University Services

Purpose & Key Points

For over 160 years, the University of Minnesota’s identity has been directly linked to its spaces in Minneapolis and St. Paul. The University’s Twin Cities campus encompasses over 250 buildings on 1,150 acres in the midst of America’s 16th largest urban area. The history, breadth of programs, urban location, and research mission all are draws for students, and a place-based learning experience is – and is expected to remain – one of the University’s biggest competitive advantages in attracting and retaining exceptional students, staff, and faculty.

The perpetuation of this place-based experience is guided by the Twin Cities Campus Master Plan (Plan). Adopted in 2009, the Plan is driven by the belief that an integrated, beautiful, well-maintained university campus will advance the institution’s academic mission. A sustainable, attractive environment that fosters discovery and connections is integral to the University’s reputation and competitiveness in the nation and the world.

Key Policy Questions

A number of core, multifaceted questions exist concerning how to project future campus needs. These questions require multiple stakeholders’ involvement. Key components include how space will change over time; changes in demographics and enrollment; utilization and efficiencies; predictability of future academic programs; best practices to guide facility changes in support of those programs; suitability of existing buildings to uses; and the most immediate facility needs and alignment of capital investments.

The following critical policy questions will be the focus of the presentation and the Board’s discussion:

- What are the University's goals for undergraduate, graduate and professional student enrollment, given demographic projections, state/federal support, and so on?
- How will changes in pedagogy affect classrooms and other campus facility needs?
- What will students expect and demand in terms of services and spaces that support student success?
- How much and what types of research space will we need?
- How will our medical school and clinical operations footprint evolve?
- How will development and real estate changes near campus impact our long range planning for campus?
- What is our student housing strategy?
- How do we better improve the conditions of our existing facilities?
- What are the opportunities and constraints for optimizing the potential of the St. Paul portion of the Twin Cities campus?
- What are the opportunities and constraints for campus growth on the Minneapolis portion of the Twin Cities campus?

Background on Master Plan Development

The Plan describes a future for UMTC that is driven by the University's strategic vision and academic goals. The Plan was the result of a two-year process that engaged a broad spectrum of the University community and leveraged the talents and expertise more than 70 faculty, staff and students. The Plan has 11 guiding principles, as salient today as they were when they were adopted in 2009:

1. Cultivate a genuine sense of community.
2. Strengthen connections to adjacent communities.
3. Create a cohesive, memorable system of public spaces.
4. Provide a compatible and distinctive built environment.
5. Steward historic buildings and landscapes.
6. Foster a safe, secure and accessible campus environment.
7. Preserve and enhance natural systems and features.
8. Integrate transportation systems emphasizing pedestrians, bicycles and transit.
9. Optimize the use of campus land and facilities and apply best practices.
10. Make the campus environmentally and operationally sustainable.
11. Utilize the campus as a living laboratory to advance the University's mission.

The buildings, facilities, infrastructure, and open space of any campus exist to support the teaching, research, and outreach mission of the University. The following mission-driven assumptions guided development of the current Plan:

- Stable undergraduate student and staff populations.
- Slight increase in graduate student and faculty population.
- No significant addition to on-campus housing.
- Growth in biomedical research facilities.
- Growth in clinical medical facilities.
- Continued demand for physical upgrades in existing buildings, landscape and infrastructure.
- Active engagement with adjacent communities on issues of mutual interest.

Background Information

The Board of Regents adopted the current Twin Cities Campus Master Plan in March 2009.

Over the past year, the Board has reviewed and discussed multiple aspects of Twin Cities campus planning implementation as well as the factors that affect campus planning, including:

Board of Regents:

- Annual Report on the Status of University Research & Commercialization of Intellectual Property (December 2014)
- Demographic Trends & System-wide Enrollment Management (October 2014)
- New Approaches to Neighborhood Engagement—Overview and Resolution (June 2014)

In addition, the Board reviews and adopts a six-year capital plan and a capital budget each year.

Facilities and Operations Committee:

- Long-Range Planning: Balancing Stewardship, Focus, and Growth (February 2015)
- Optimizing the University's Physical Assets: System-wide Campus Infrastructure (December 2014)
- Ensuring a Safe University (October 2014)
- Student Housing Trends and Strategies (June 2014)
- Transportation Planning and Operations on the Twin Cities Campus (May 2014)
- Providing a Memorable Student Experience (May 2014)

In addition, the Facilities Condition Assessment has been discussed annually with the committee since 2003. An annual report on utilities includes components of the University's infrastructure needs and plans to address them.

Academic and Student Affairs Committee:

- Balancing UMTC Strategies around Enrollment and Financial Aid (February 2015)
- Twin Cities Undergraduate Education Update (December 2014)
- Undergraduate Transfer Student Experience and University Impact (May 2014)

Special Committee on Academic Medicine

- Health Workforce Issues: How Minnesota is Responding (December 2014)
- Trends and Impact of Health Care Reform on Clinical Education (December 2014)
- Implementing the Medical School Strategic Plan (October 2014)

Regarding actions related to campus master planning, in 1993, the Board adopted four campus master planning principles, as developed by a Master Plan Steering Committee: Creating and maintaining a distinctive and aspiring vision for the physical development of each campus; enriching the experience of all who come to the campus; maximizing the value of existing physical assets while responding to emerging/changing physical needs; and an inclusive, accountable, and timely process for creating and implementing a master plan vision.

In 1996 the Board adopted a resolution directing the campus master plans to be used to "guide the future development of the campuses in accordance with the four planning principles and the policies, procedures and strategies therein will be the basis for all future master planning decisions."

Assumptions and Principles Guiding Long-Range Twin Cities Campus Planning

Board of Regents
March 27, 2015



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

University of Minnesota Twin Cities Campus

discover connect sustain



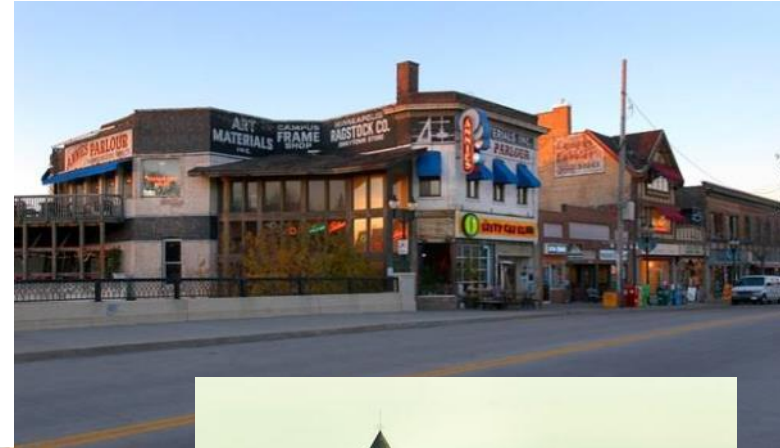
Prepared for:
University of Minnesota
Board of Regents
March 2009



2009 Master Plan Guiding Principles

Building Community

1. Cultivate a genuine sense of community
2. Strengthen connections to adjacent communities





2009 Master Plan Guiding Principles

Creating a Model Campus

3. Create a cohesive, memorable system of public spaces
4. Provide a compatible and distinctive built environment
5. Steward historic buildings and landscapes
6. Foster a safe, secure and accessible campus environment

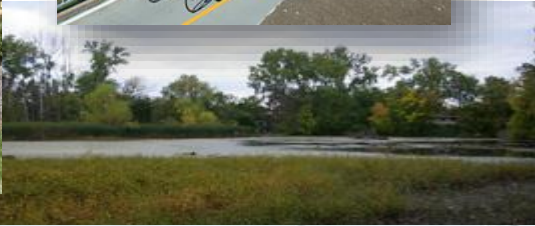




2009 Master Plan Guiding Principles

Integrating Local and Regional Systems

7. Preserve and enhance natural systems and features
8. Integrate transportation systems emphasizing pedestrians, bicycles and transit





2009 Master Plan Guiding Principles

Using Resources Wisely

10. Optimize the use of campus land and facilities and apply best practices

11. Make the campus environmentally and operationally sustainable

12. Utilize the campus as a living laboratory to advance the University's mission





Assumptions that informed 2009 Master Plan

- Stable undergraduate student and staff populations
- Slight increase in graduate student and faculty population
- No significant addition to on-campus housing
- Growth in biomedical research facilities
- Growth in clinical medical facilities
- Continued demand for physical upgrades in existing buildings, landscape and infrastructure
- Active engagement with adjacent communities on issues of mutual interest



Space by Use

(Twin Cities Campus - Leased and Owned)

Use	ASF	% of Total
• Classrooms	558,743	4%
• Laboratories	2,596,163	19%
• Office Space	3,695,085	26%
• Study Facilities	694,187	5%
• Special Use Facilities	1,648,724	12%
• General Use Facilities	1,081,092	8%
• Support Facilities	1,472,781	11%
• Healthcare (human or animal)	410,887	3%
• Residential	1,617,350	12%
• Unused Space	176,368	1%
Grand Total ASF	13,951,380	100%



Critical questions regarding future campus planning

- What are the University's goals for undergraduate, graduate and professional student enrollment, given demographic projections, state/federal support, etc.?
- How will changes in pedagogy impact classrooms and other campus facility needs?
- What will students expect and demand in terms of services and spaces that support student success?
- How much and what types of research space will we need?
- How are the Academic Health Center's programmatic and facility needs evolving?



Critical questions regarding future campus planning

- How will development and real estate changes near campus impact our long range planning for campus?
- What is our student housing strategy?
- How do we better improve the conditions of our existing facilities?
- What are the opportunities and constraints for optimizing the potential of the St. Paul campus?
- What are the opportunities and constraints for growth on the Minneapolis campus?



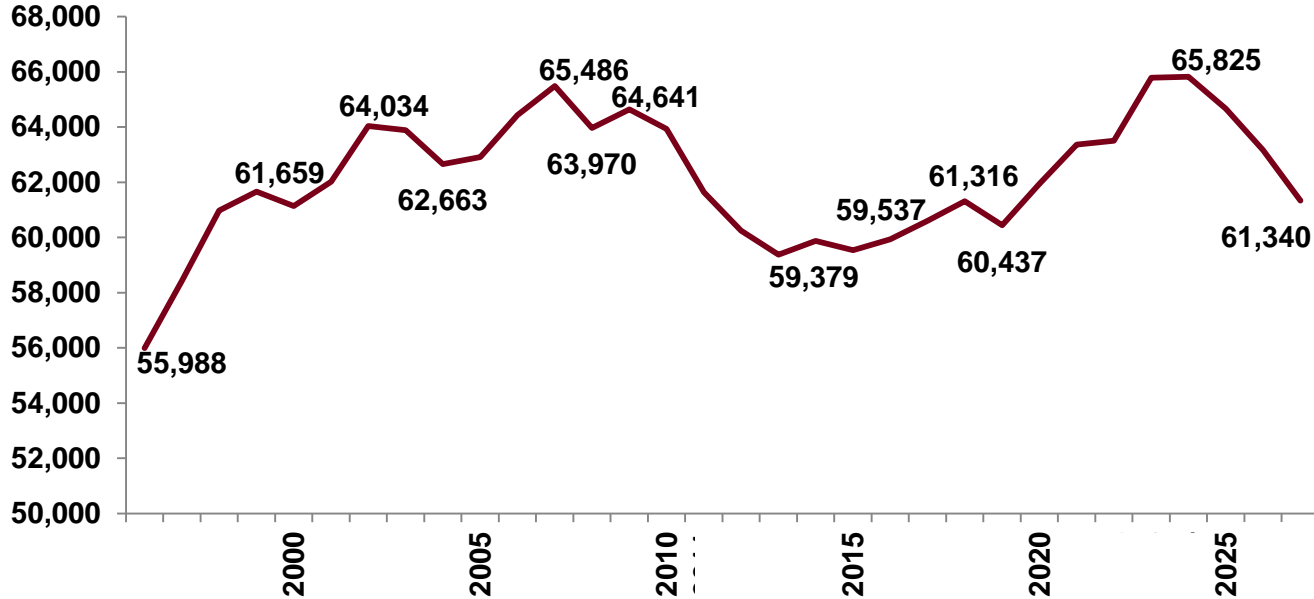
What are the University's goals for undergraduate, graduate and professional student enrollment, given demographic projections, state/federal support, etc.?

- Modest growth in undergraduate enrollments
- Continued demand in STEM areas
and environmental, sustainability issues, and business fields
- Modest reductions in graduate students
with variability across fields and disciplines
- Stable professional enrollments
with some growth in shorter-term post-baccalaureate
programs: credentials, certificates, master's degrees
- Continued attentiveness to enrolling
diverse student cohorts
Racial, gender, economic, 1st-generational, geographic





History and Projections of MN HS Graduates



Projections:

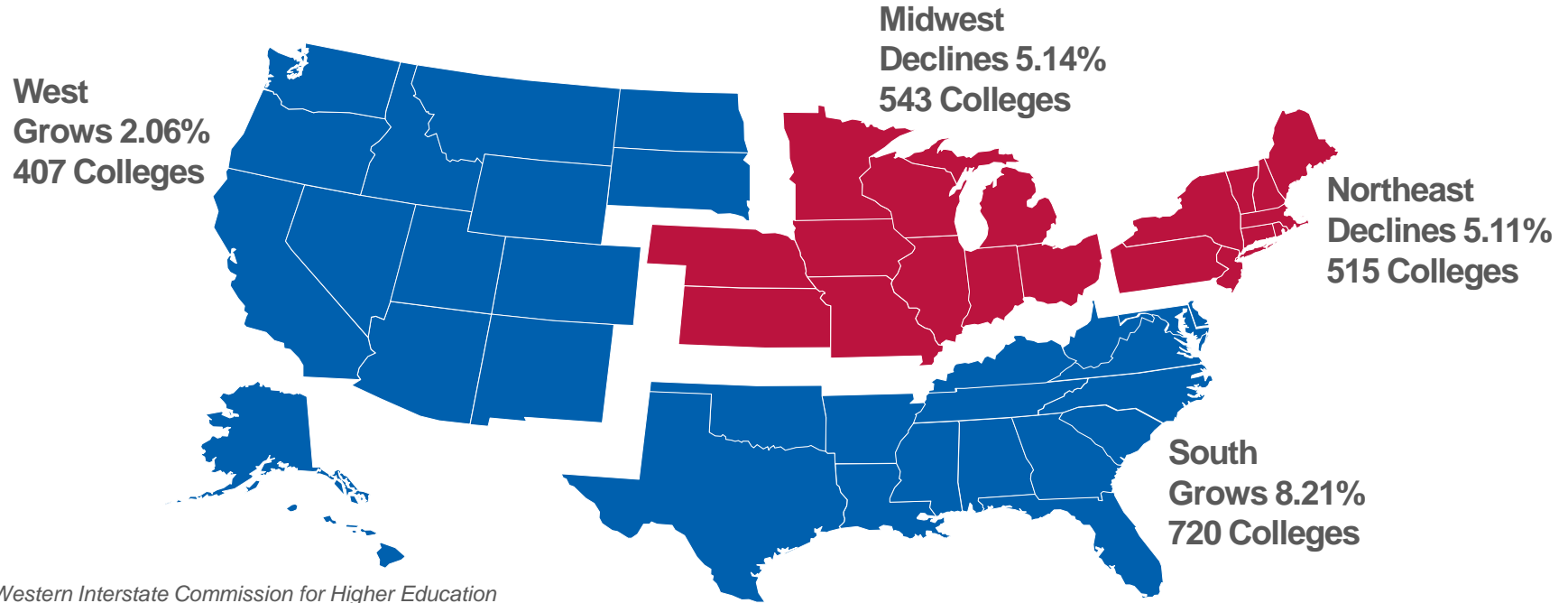
- Declining Midwest high school Students
- Minnesota graduates won't return to near-2007 levels until 2023

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2012*



Shifting populations of high school graduates

Regional Changes in High School Graduates 2013-2022



Source: Western Interstate Commission for Higher Education



How will changes in pedagogy impact classrooms and other campus facility needs?



- The demand for active-learning and “mobile” learning spaces will grow significantly
- Decreased need for traditional central computer laboratories
- Will seek to convert 50% regular classrooms to spaces that enhance active and collaborative learning



What will students expect and demand in terms of services and spaces that support student success?



- Emphasis on the value of place-based education
- To learn through a variety of modalities and in a variety of settings
- Connections among residential, recreational, programmatic, and classroom environments
- Multi-use (living, learning, classroom, and student support), student-centric facilities that incorporate advising and career counselling, seminar rooms, and healthy communities



How much and what types of research space will we need?

- 19 percent of the total Twin Cities space is for laboratories
- 70 percent of this space is 50 years or older
- Current and future research will be far more team and interdisciplinary focused
- Research space productivity
- Private use of research space
- Older research space is not well designed for this type of use – lacking functionality to match the need



How are the Academic Health Center's programmatic and facility needs evolving?

Research

- Focus of last decade has been lab bench research facilities (BDD)
- Future research growth focused on clinical, translational, and population health research
- Need facilities that support and promote interdisciplinary and team based research

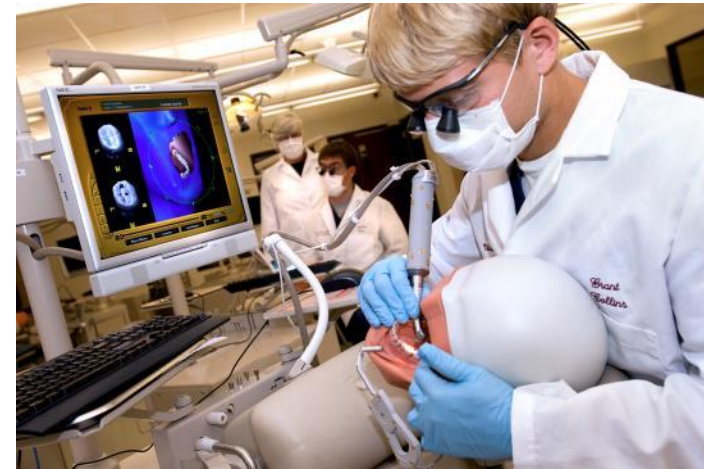




How are the Academic Health Center's programmatic and facility needs evolving?

Education

- Fundamental changes underway in health sciences education driven by the needs of students and current health providers
- Only modest enrollment increases expected
- Educational facilities are outdated
- Focus on modernizing on-campus facilities and partnering with communities across the state to develop advanced clinical training sites





How are the Academic Health Center's programmatic and facility needs evolving?

Clinical

- M Health Clinics and Surgery Center to open in February 2016
- All AHC schools are planning to expand clinical programs, creating a need for new, expanded facilities on campus or in the community
- Growing need to update, consolidate, and expand M Health patient care facilities to remain competitive in marketplace
- Vet Med clinical facilities are outdated and unable to adequately support contemporary clinical care



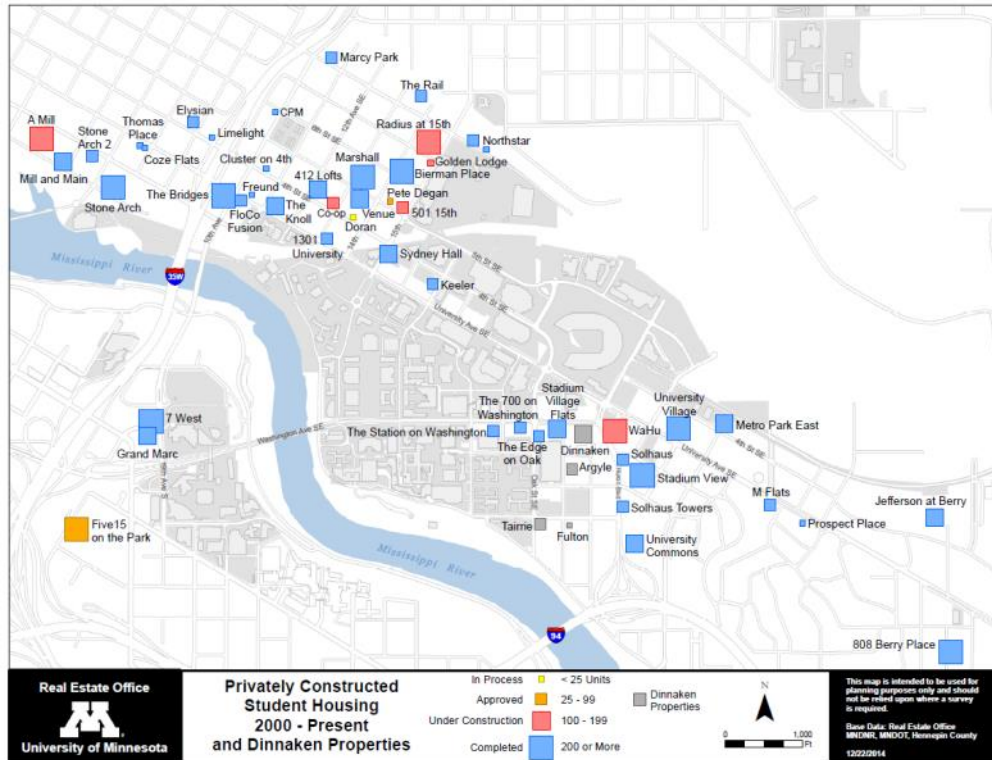


How are the Academic Health Center's programmatic and facility needs evolving?





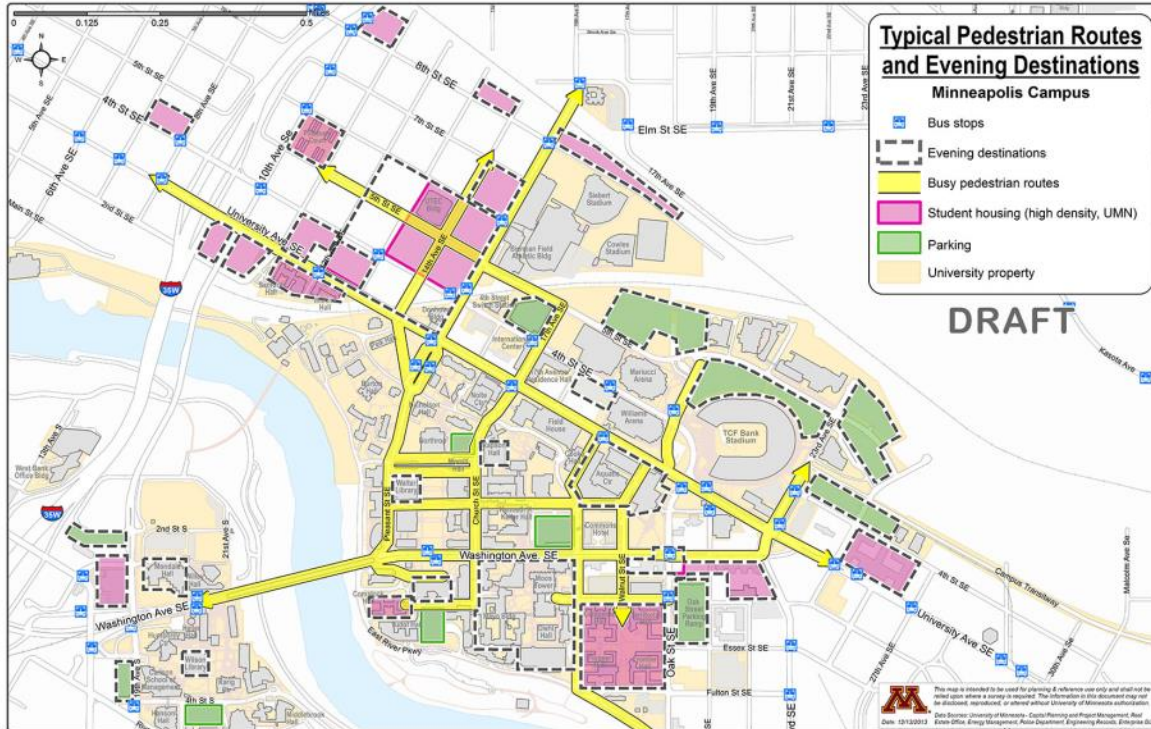
How will development and real estate changes near campus affect campus long range planning?



- Greater proportion of students now live near campus, which impacts:
- Public safety
 - Transit/Transportation
 - Public Realm
 - Housing stock
 - Retail and services



How will development and real estate changes near campus affect campus long range planning?



Emerging role of the University District as a regional center, which impacts:

- Density
- Non-U Centric Development
- Transit use
- Infrastructure demands



What is our student housing strategy?



Upcoming May Facilities and Operations Committee meeting

- Impact of national trends and market changes
- Role of near-campus student housing developments in overall housing strategy
- Need for change/evolution in student housing strategy to better support student success and align with University goals
- Balancing affordability, student services, and market competitiveness



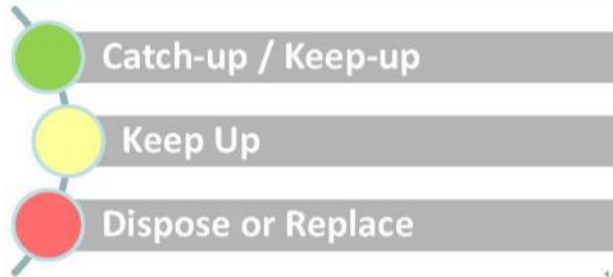


How do we improve the conditions of existing facilities?

STAGE 1

Criteria Range	Condition (FCNI)	Renovation Cost (\$ per GSF)	Operations & Maint. Costs	Energy Demand (kBTU)	Space Efficiency	Historical Value (NHRP Status)	Code Rating (Deficiency Extent)
High / Poor	Critical	>\$200	>110%	>110%	Worst	None	0-Serious
Mid	Poor	\$125-\$199					1-Major
	Fair	\$75-\$124	95% to 110%	95% to 110%		Steward	2-Moderate
Low / Good	Good	\$25-\$74					3-Minor
	Excellent	<\$25	<95%	<95%	Best	Listed or Eligible	4-Not Significant

- STAGE 2**
- Adaptability
 - Master Plan Fit
 - Image/Aesthetics
 - Site Use
 - Program Impact
 - Economics

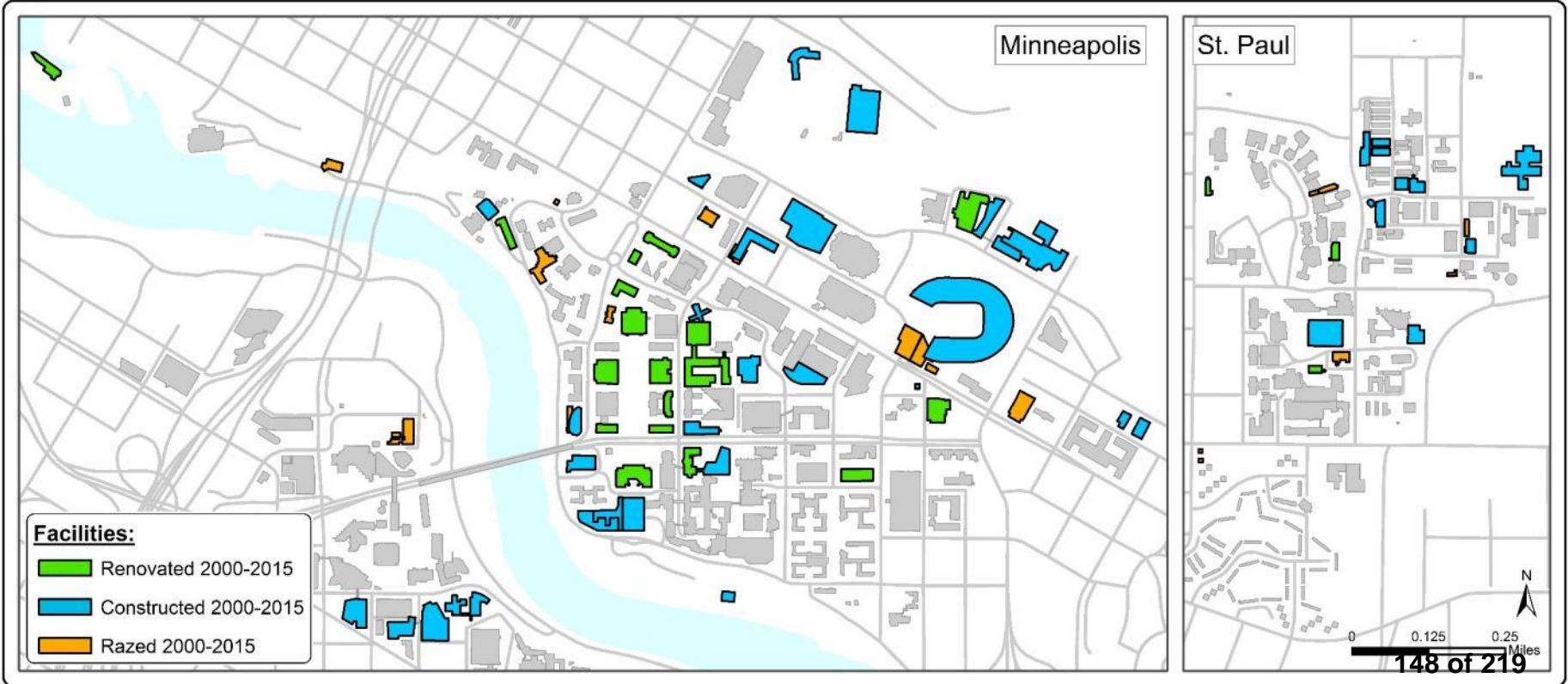


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- Stewardship
 - which buildings are we going to invest in?
- Focus
 - which buildings will no longer be a priority?
- Growth
 - which areas of the campus are targeted for expansion or greater density?



How do we improve the conditions of existing facilities? Stewardship, Focus, and Growth





What are the opportunities and constraints for optimizing the potential of the St. Paul campus?



Development Framework - St Paul Campus

- What do we know?
 - Unique spaces for Vet/Ag/Life Sciences
 - Research infrastructure challenges need to be addressed
 - Undergraduate housing is challenging
 - Unique value for continuing education, community engagement, and outreach



What are the opportunities and constraints for optimizing the potential of the St. Paul campus?

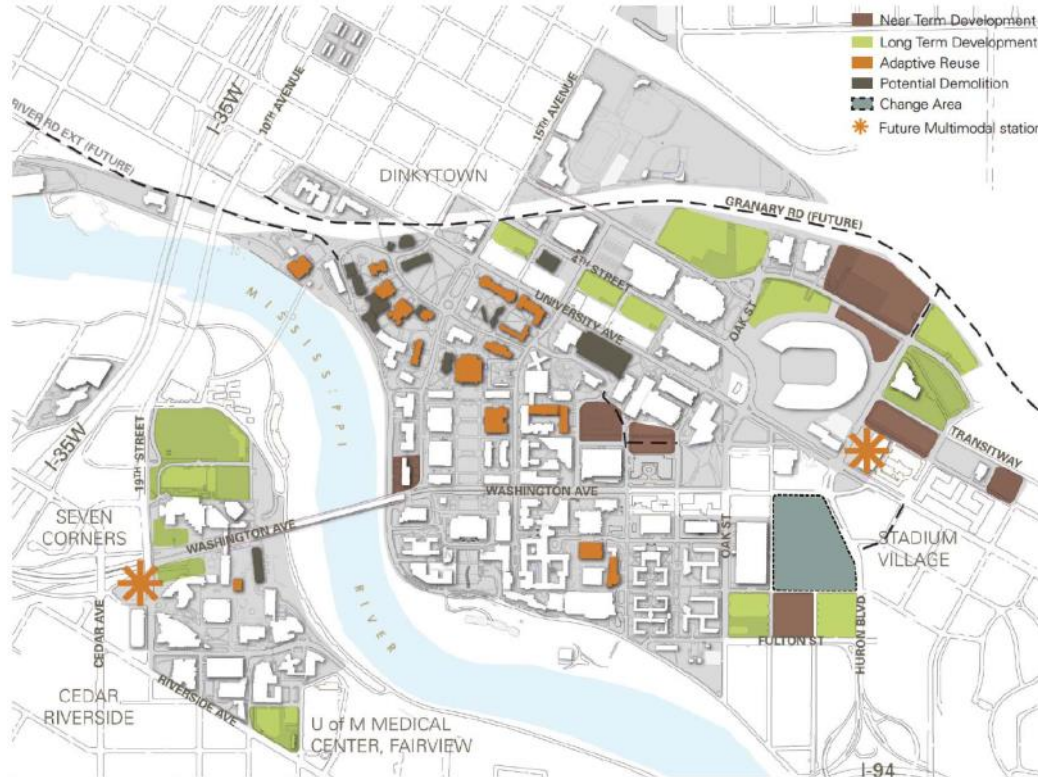
Factors for Future Consideration:

- Student experience
- Successful research activity
- Access for outreach purposes
- Financial sustainability for services/operations






What are the opportunities and constraints for growth on the Minneapolis campus?



Balancing opportunities for re-use of existing facilities and land with new growth



**One of the
University of Minnesota's
competitive advantages is in
providing an exceptional
place-based experience.**



UNIVERSITY OF MINNESOTA
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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Twin Cities Strategic Plan Implementation Steps and Metrics

Review Review + Action Action Discussion

This is a report required by Board policy.

Presenters: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Lincoln Kallsen, Director, Institutional Analysis, Office of Budget and Finance

Purpose & Key Points

The purpose of this item is to provide an overview of implementation steps taken since approval of the Twin Cities campus strategic plan (plan) by the Board in October 2014, and to provide information on development of a framework to track plan progress within the context of the University's overall metrics framework and to gauge the plan's effectiveness in achieving its primary purpose: to advance the quality, impact, and reputation of the University.

The 10-year vision is to marshal the depth and breadth of research and curricular strengths to address "grand challenges" – the most complex and pressing problems of our diverse and changing state and world. The strategic plan is a focused framework for accelerating advancement in strategic areas to invigorate the University's core academic mission over the next decade, building on the signature strengths and opportunities we have as Minnesota's globally engaged land-grant research university.

The University is moving forward to implement the plan's four goals:

1. **Support excellence and reject complacency.** Build on our strengths to create an invigorated campus culture of ambition, challenge, exploration, and innovation.
2. **Build exceptional research and curriculum integrating grand societal challenges.** Marshal our research and creative capacity so that our faculty, staff, and students can successfully address the most pressing and complex challenges of our state, nation, and world.
3. **Recruit, retain, and promote field-shaping researchers and teachers.**
4. **Capitalize on our location and our reach to build a culture of reciprocal engagement.** Expand campus-community partnerships that benefit our state and students and deepen Minnesota's connections to communities around the globe.

Implementation Priorities Underway

- Compact process and budget planning: Work has been ongoing since fall semester to integrate strategic plan goals into the annual compact processes that drive University planning and budgeting. A fundamental and pervasive commitment to the strategic plan has been operationalized, ensuring that all campus units begin to align their directions, actions, and investments with institutional goals. Institutional resources are being aligned with the plan's goals.

The compact planning framework established by the president and provost for this and subsequent years engages colleges and other units in reallocating resources within the current budget to advance strategic planning goals at central and unit levels. Twin Cities deans have been asked to identify 3-6 top strategic priorities and to indicate how their unit-specific budgeting supports those goals. Funding in alignment with strategic planning is expected at both the central and unit levels, as campus deans and other unit leaders are asked to specify what their units will stop doing or how they will restructure current activities to free up resources for higher-priority strategic goals (unit-level priorities or institutional goals aligned with the targeted areas of the strategic plan).

The compact process also provides for strategic academic investment opportunities in addition to those anticipated as part of the Twin Cities campus strategic reallocation pool of \$10 million. Integrating strategic planning goals into annual compact planning brings the budgeting process and new investments in alignment with the plan.

Nonetheless, implementation of the plan will be a decade-long, dynamic process. It must involve the entire campus community, and will require many incremental steps to achieve larger transformations. The active engagement of deans, faculty, students, and governance leadership is especially critical to the strategic research and curricular goals.

- Curriculum and Grand Challenge Courses: The process of large-scale change in the campus curriculum and other areas must be deliberative and consultative, and must rest primarily with the faculty. At the undergraduate level, the stage is being set for thoughtful consideration of how to infuse "Grand Challenges" into Liberal Education requirements. At both the undergraduate and the graduate level, support for interdisciplinary initiatives is being explored. Some of the options identified in the strategic plan as "quick wins" have been pursued in order to make an immediate impact.

Working with deans and faculty, the Office for Undergraduate Education is jump-starting Grand Challenges curricular innovations that will enhance learning and career pathways for students. A call for Grand Challenges course proposals was issued this semester to both the freshman-admitting schools and the professional schools, and a fast-track review process is underway so these new courses can be offered to students in the upcoming academic year.

These first courses will help students develop a foundational set of knowledge, skills, and values that can be applied across a range of potential grand-challenge topics. Grand Challenge courses will be team-taught by faculty from different units to provide multiple perspectives on these inherently interdisciplinary topics. Courses already developed include classes focused on water, on immigration, on food, and on political reconciliation. For undergraduates, Grand Challenge courses are expected to be developed and taught in such a manner that they can fulfill one of the liberal education theme requirements: civic life and ethics, diversity and social justice,

environment, global perspectives, technology and society.

This approach to course development is an adaptation of one that has been successfully employed in the University Honors Program, and the University is pleased to be moving to make this approach available to all University undergraduates. The new courses will, in turn, also serve as pilots and models for future transdisciplinary curricular efforts.

In addition, Grand Challenges minors and other curricular innovations aligned with Grand Challenges goals are being advanced, as is the building of a series of one-credit courses that will, across a student's entire degree program in any major, add perspective and expertise on a specific grand challenge.

- **Grand Challenges Research:** The Twin Cities campus is working to identify those Grand Challenges research priorities where we will stake a public claim. A Grand Challenges Research Strategies Team of 30 faculty members is shaping a broad, campus-wide process to identify areas to embrace as institutional priorities. The strategic plan document identifies examples of areas where existing interdisciplinary work is congruent with Grand Challenges goals: sustainable, healthy, secure food; advancing industry while conserving the environment and addressing climate change; and building vibrant communities that enhance human potential and collective well-being in a diverse and changing society. Research in these areas continues, with opportunities to broaden and elevate interdisciplinary connections and impact pursued as outlined in the plan.

The research and curricular goals will create new 21st century learning and career pathways for students and will expand collaborations in areas where we have the potential for major impact—areas of exceptional strength where we are, or could soon be, a national and international leader. The work of the Grand Challenges Research Strategies Team also will help identify areas of competitive advantage for the large interdisciplinary research grants that increasingly define the funding landscape. This dovetails with work under way by the Office of the Vice President for Research to expand transdisciplinary partnerships, a key component of the “Five Years Forward” systemwide strategic research agenda.

- **Other Goal Areas:** Strategic plan implementation activities are also unfolding across all four goal areas. Among these are enhanced mentoring, leadership, and academic administrative development programs for department heads; concrete steps, including the authorization of cluster hires, to strengthen faculty diversity; strategic assessment of faculty research and teaching awards; new retirement incentives; integration of strategic planning goals with campus climate work to create and maintain a welcoming and diverse campus; and expanded work to strengthen and focus engagement with community and corporate partners.

Measuring our Success and Advancing Campus Engagement

- **Metrics:** Work has been ongoing to develop strategic plan operational management measures as well as campus strategic planning metrics or indicators that can be used to gauge progress toward the plan's transformational vision. The University must identify and monitor the processes, resources, and collaborations needed to drive, track, and measure change. An overarching theme of the strategic plan is a recommitment to excellence and a constant willingness to stretch our goals. Many of the metrics used to evaluate the strategic plan therefore closely align with the University's current operational and strategic performance metrics in such areas such as student learning and satisfaction, graduation rates, post-

graduation outcomes, research excellence, scholarly impact, engagement, diversity, and operational excellence.

The strategic plan does set goals that require the development of more nuanced indicators – for example, the need to be able to track success in broadening interdisciplinary work of major impact. Underlying that indicator would be others – for example, identification of institutional barriers to transdisciplinary achievement, and progress in removing those barriers. Even as these more nuanced indicators are refined, however, a series of operational management measures connected to specific action steps will assure leadership that progress is being made on the “nuts and bolts” of specific plan implementation initiatives.

- **Continuity Team:** A Strategic Planning Continuity Team was convened in January as a campus-wide steering team to guide implementation efforts. This team, which includes members of the Strategic Planning Workgroup, is a leadership-level advisory group charged with providing guidance on implementation issues, priorities, and metrics, as well as advancing campus engagement with the plan’s implementation.

Following multiple discussions with deans, faculty governance leaders, and others, the Provost’s Office is moving forward with an overall framework to be reviewed by the Continuity Team during spring semester 2015. Taxonomies will be shared with the Board in May as part of a broader discussion of system-wide institutional metrics and goals, along with associated reporting and communication vehicles (e.g., dashboards, scorecards, or similar tools).

Ongoing engagement efforts with internal and external stakeholders continue, including with University governance, Twin Cities deans, the Public Engagement Network, student leadership groups, campus communicators, Operational Excellence and Senior Leadership groups, and the Corporate Engagement Workgroup (Office of the Vice President of Research and the University of Minnesota Foundation). In working with University Relations, the Alumni Association and Foundation boards, and others to share the strategic plan externally, we are finding that the Grand Challenges vision readily captures the public imagination. Internally, communications will continue to focus on achieving the plan’s broader goals of institutional transformation. The Provost’s Office will convene campus discussions of plan progress and priorities during spring semester and launch an implementation-focused website to enhance collaborative exchange of information and ideas.

Background Information

President Kaler outlined the goals for a strategic plan for the Twin Cities campus at the September 2013 Board meeting. The Board provided strategic plan visioning direction at an October 2013 work session; heard strategic plan updates at the December 2013, March 2014, and September 2014 meetings; and approved the strategic plan at its October 2014 meeting.

In addition, the Academic and Student Affairs Committee heard a strategic plan update in June 2014.

Strategic Plan

IMPLEMENTATION STEPS AND METRICS

Twin Cities Campus

Board of Regents Meeting | March 27, 2015



UNIVERSITY OF MINNESOTA

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TODAY'S DISCUSSION

- Update on implementation of the Twin Cities campus strategic plan
 - Karen Hanson, Senior Vice President for Academic Affairs and Provost
- Overview of the development of a framework to track progress and to gauge effectiveness in advancing U quality, impact, and reputation
 - Provost Karen Hanson and Lincoln Kallsen, Director of Institutional Analysis



Moving Forward

We are moving forward to implement our strategic vision and goals

Build exceptional research and curriculum integrating grand societal challenges

Embrace excellence and reject complacency

Preeminent in solving the grand challenges of a diverse and changing world

Recruit and retain field-shaping researchers and teachers

Capitalize on our location, build a culture of reciprocal engagement



Strategic Framework

The plan is a focused framework for accelerating advancement in strategic areas **to invigorate the University's core academic mission**, building on the signal strengths and opportunities we have as Minnesota's globally engaged land-grant research university.

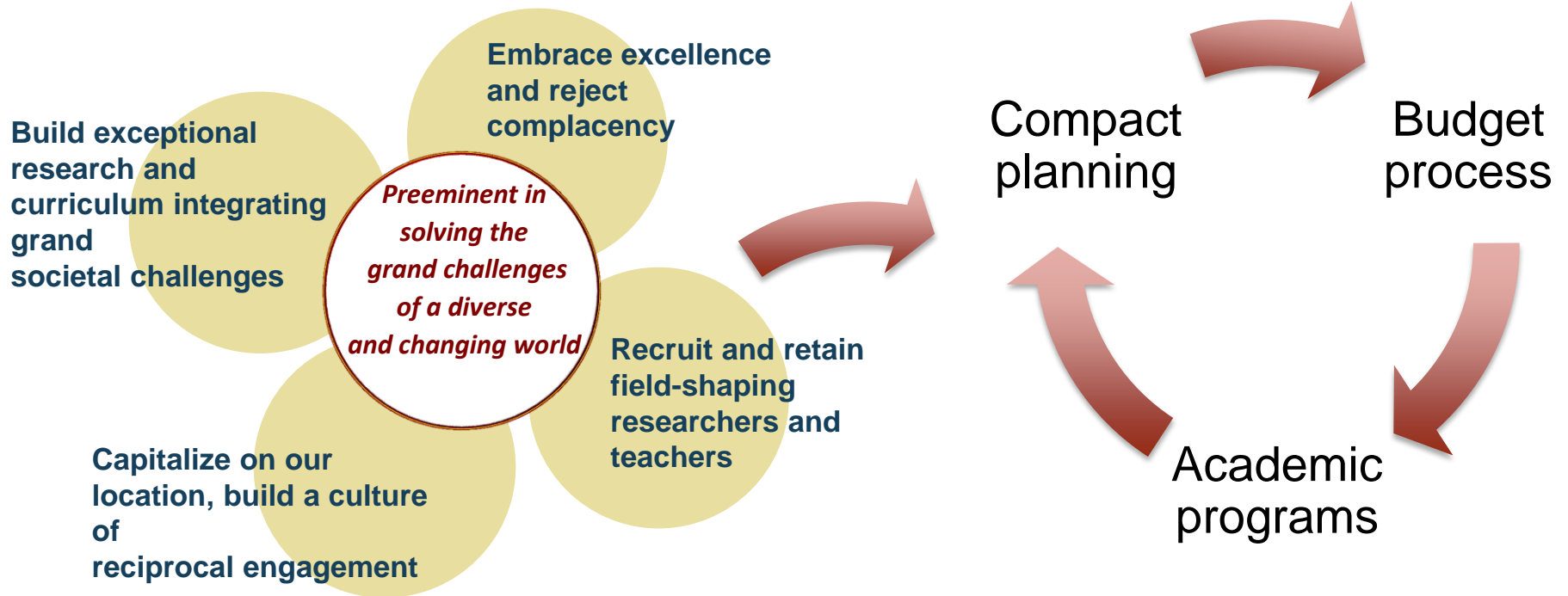


Implementation Priorities Under Way

- Integrate into University planning and academic activities
- Jump-start Grand Challenges curriculum and research
- Quick wins across goal areas + groundwork for larger gains
- Build campuswide engagement
- Measure our progress



Integrating the Plan Across Campus



Strategic Alignment and Leadership

- Key Structures and Processes
 - Senior leaders, deans, governance
 - VPs, OVPR systemwide strategic research plan
 - Colleges and schools
- Strategic Planning Continuity Team



Moving Forward with Grand Challenges

- Grand Challenges Curriculum
 - Collaborations among deans, faculty, Office for Undergraduate Ed
 - Freshman-admitting colleges and professional schools
 - Help students develop a foundational set of knowledge, skills, and values that can be applied across a range of grand-challenge topics
 - GC minors, theme courses under development



Grand Challenges Course Topics

Sampling of courses for Fall 2015:

- Politics of Reconciliation, Memory, and Justice
- Can We Feed the World Without Destroying it
- Seeking Solutions to Complex Global Health Issues



Grand Challenges Research

- Provost's Grand Challenges Research Strategies Team
 - 30 distinguished faculty
 - Broad consultation
 - Guided by Grand-Challenge criteria in strategic plan
 - *In addition to* the three existing areas of strength identified in plan



Quick Wins Across Goal Areas

- Academic affairs
- Campus climate work
- Campus/community engagement
- Cluster hires
- Faculty retirement incentives
- Department post-tenure review

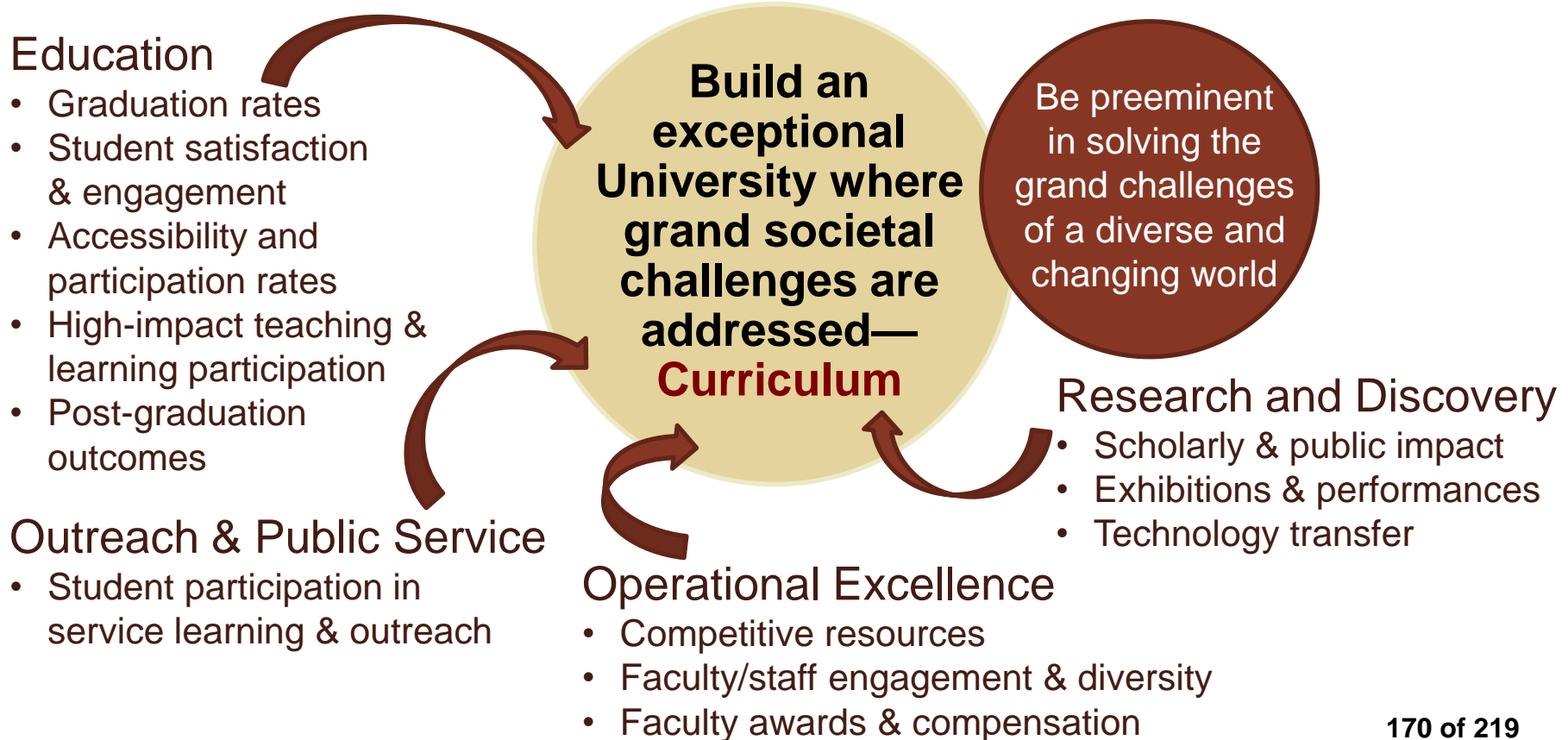


Measuring Our Success

- Ongoing metrics tied to core mission and ten-year strategic vision
- Some goals require development of more nuanced indicators — e.g., to track success in interdisciplinary work of major impact
- Operational management measures linked to specific action steps will assure that progress is being made on the “nuts and bolts”
- Will evolve as needs emerge, milestones are achieved, and new opportunities arise



Strategic Goals and Related Metrics



Strategic Goals and Related Metrics



Measuring Our Progress: GC Curriculum

Action Step → Process Management → Illustrative Goal Measures

• Develop GC cocurricular education, research, & engagement opportunities

• Pilot liberal ed. requirements evolution to integrate GC courses, minors

• Assess pilot and evaluate scalability

- Student participation in UROP, graduate GC research assistantships; GC courses, minors, & seminars
- Student participation in internships, local & global outreach/engagement
- Student experiences as measured on SERU/GradSERU
- Alumni survey data



Measuring Our Progress: GC Research

Action Step → Process Management → Illustrative Goal Measures

● Remove disincentives to collaborative work

● Embed interdisciplinary work in P & T reviews

● Assess campus for strategic interdisciplinary work spaces

- External grant awards
- Grants with interdisciplinary PI participation
- Scholarly publication citations
- Space utilization



Concluding Thoughts

- This plan connects research, curricular, and outreach strategies to ensure that our faculty and staff do their best work and that we provide our students with innovative educational opportunities
- Framework for measuring implementation progress towards our goals that aligns with long-range planning and UMN metrics



Q & A and Discussion

Build exceptional research and curriculum integrating grand societal challenges

Capitalize on our location, build a culture of reciprocal engagement

Embrace excellence and reject complacency

Recruit and retain field-shaping researchers and teachers

Preeminent in solving the grand challenges of a diverse and changing world





BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Findings of Independent Reviews & Resolution Related to Improving the Conduct of Human Subjects Research

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

This is a report required by Board policy.

Presenters: President Eric W. Kaler
Brian Herman, Vice President for Research
Brooks Jackson, Vice President for Health Sciences and Dean of the Medical School
Gail Klatt, Associate Vice President, Office of Internal Audit

Purpose & Key Points

Two independent external reviews related to the University’s human subjects research program have recently been completed. One is an independent external review focused on current practices, and the other is a report by the Legislative Auditor focused primarily on the 2004 death of a patient, Dan Markingson, while enrolled in a clinical trial.

This presentation will review the findings of those reports and detail further the administration’s immediate actions and plans to implement the recommendations. The Board will then consider a resolution endorsing announced administrative action steps and establishing the Board’s role in shaping the University’s action plan and providing ongoing oversight and monitoring. Chair Beeson has designated Regent Simmons to serve as the Board’s liaison with the administration in crafting an action plan to improve the conduct of human subjects research at the University. The resolution calls for Board oversight of implementation to occur through the Audit Committee.

The independent external review recognizes considerable strengths and people dedicated to advancing clinical research ethics at the University. In addition, it notes that recent changes in Institutional Review Board (IRB) policy and practice represent significant enhancements, and the reviewers report no doubt about the sincerity of University leadership in their desire to address problems by building a human subjects research protections program that is of the highest quality.

Neither report found that the University was not faithful to, or non-compliant with, federal regulations addressing human subjects research. However, both reports identify a need for substantial improvements, and offer significant recommendations, specifically pertaining to the Department of Psychiatry and a subset of activities of the IRB.

The University responded immediately and seriously to the findings of these external reviews. Immediate administrative actions include:

- Suspending enrollment in all Department of Psychiatry interventional drug studies currently active or awaiting approval until they have been reviewed by an independent institutional review board (IRB), which will recommend to the University Institutional Official (Dr. Brian Herman) whether or not the suspension should be lifted.
- Creating a Task Force to plan the implementation of the external review panel recommendations and charging it to report action items and the implementation plan to President Kaler and the Board of Regents in 60 days (May 15, 2015).
- Using an independent IRB and the University's post approval monitoring process to sample additional interventional clinical studies targeting vulnerable populations to guarantee that ongoing activities are appropriate and consistent with approved protocols, and that interactions with human subjects are consistent with the recommendations of the external review panel.
- Appointing a Community Oversight Board, comprised of external experts in human subjects research and research ethics with special emphasis in the area of interfacing with individuals with diminished mental capacity, to make sure that the University's approaches to human subject research are best practices.
- Visiting leading institutions to learn best practices for Institutional Review Boards.
- Implementing new IRB software to improve review processes and oversight.

In addition, we have already started to implement some of the external review panel's recommendations:

1. Planning for structural and composition changes to the biomedical IRB is underway. Early estimates suggest the need for 160 members to serve on 12 biomedical panels of 13 members each. Quorum at each meeting will be 7 (federal regulations require 5 members at the table). This will allow for 12 biomedical meetings per month, with agendas capped at 15 items each.
2. The format of convened IRB meeting minutes is being revised to better document controverted issues.
3. IRB staff are re-evaluating local criteria for determining what warrants full committee review (and what is eligible for expedited review).
4. A Human Research Protection Program (HRPP) training and education coordinator position was posted the week of March 16. This position will be fully dedicated to education and outreach – and will work with others in the community to address the education and outreach recommendations in the expert panel report.
5. Consideration is being given to bringing the scientific assessment of all greater than minimal risk research back into the IRB process (thereby removing questions of conflict or other quality concerns about department review). Appropriate membership on the IRB, including biostatisticians, will be key (see #1 above).
6. An HRPP senior quality analyst position has been developed and was posted the week of March 16. Two FTEs will be hired. These positions will be fully dedicated to post-approval review activities, expanding the University's capabilities in this area and supporting IRB performance to address recommendations in the expert panel report – including live consent monitoring.
7. Policy changes recommended by the external panel are underway.

A more comprehensive series of action steps will be evaluated by the Board in coming months.

University leaders and faculty are committed to meeting, upholding and exceeding the highest ethical standards in research practices involving human subjects. These recent reports underscore that we can and we must do better. We owe those who entrust us with their care nothing less.

Background Information

For a number of years, concerns have been expressed about the 2004 death of Dan Markingson, a patient enrolled in a University of Minnesota drug study through the Department of Psychiatry. Specifically, questions have been raised about whether he appropriately provided consent to participate in the study, whether the principal investigator had conflicts of interest, and whether the University's investigation into the death was sufficient, among other concerns.

In response to these questions and concerns, in December 2013 the Faculty Senate passed a resolution calling for an independent, external review of the University's current human subjects research program, particularly related to individuals with diminished mental capacity.

Subsequently, in June 2014, Minnesota State Senator Terri Bonoff and Representative Gene Pelowski requested the Legislative Auditor also investigate past practices and to determine the number of serious adverse events and deaths associated with psychiatric research studies at the University.

The University's human subjects research program has been accredited continually for 10 years by the Association for the Accreditation of Human Research Protection Programs.

Independent External Review:

In response to the Faculty Senate's request, the administration issued an RFP for an external vendor to manage the independent review and selected the Association for the Accreditation of Human Research Protection Programs (AAHRPP). The University's charge to the panel was to "ensure that the University's processes for clinical research on human subjects meet or surpass the established best practices and norms and to instill among faculty and the public that University of Minnesota research is above reproach."

To ensure independence, the University's contract manager was Professor William Durfee, Mechanical Engineering, a member of the Faculty Senate. AAHRPP contracted with six experts to conduct the review:

Anne B. Donahue, JD, has been a Vermont state representative since 2003 where she is the ranking member of the House Health Care Committee and a member of the Joint] Legislative Mental Health Oversight Committee. She graduated from Georgetown University Law Center.

Melissa Frumin, MD, MS, is a neuropsychiatrist and general psychiatrist at Brigham and Women's Hospital in Boston, an IRB chair at Partners (Massachusetts General Hospital and Brigham and Women's Hospital) and an assistant professor of psychiatry at Harvard Medical School. She is board certified in Psychiatry, Forensic Psychiatry, and Behavioral Neurology/Neuropsychiatry.

Joan Rachlin, JD, MPH, served as the executive director of PRIM&R (Public Responsibility in Medicine and Research) from 1975 until her retirement in 2014. Ms. Rachlin holds a JD from the Suffolk University School of Law and an MPH from the Harvard School of Public Health.

Megan Kasimatis Singleton, JD, MBe, CIP is Associate Director, Human Research Protections at the University of Pennsylvania. Ms. Singleton earned her law degree from Temple University and her Masters in Bioethics from the University of Pennsylvania and is a certified IRB professional.

David H. Strauss, MD is Director of Psychiatric Research at the New York State Psychiatric Institute (NYSPI), Associate Professor of Psychiatry at Columbia University Medical Center and Vice Chair for Research Administration, Ethics, and Policy in the Columbia University Department of Psychiatry.

Jeremy Sugarman, MD, MPH, MA is the Harvey M. Meyerhoff Professor of Bioethics and Medicine, professor of medicine, professor of Health Policy and Management, and deputy director for medicine of the Berman Institute of Bioethics at the Johns Hopkins University.

Both the review of the independent external panel and the Legislative Auditor's investigation were released earlier this month.

The independent external panel focused its work on the IRB processes related to persons with diminished decision-making capacity and the Department of Psychiatry. The report offers a number of recommendations for improvement that will be assessed by the Task Force.

Legislative Auditor Report

The Legislative Auditor focused its review on the circumstances surrounding Mr. Markingson's death in 2004 and makes nine findings and two recommendations. The Auditor finds "serious ethical issues and numerous conflicts of interest," related to Mr. Markingson's participation in the study and rebukes the University for being "insular" and "defensive" in its response. The audit recommends legislation requiring the University to suspend Department of Psychiatry drug studies until the external review panel's recommendations have been implemented and legislation directing the Office of the Ombudsman for Mental Health and Development Disabilities to monitor patients in Department of Psychiatry drug studies.

A legislative hearing on the OLA report was held on Thursday, March 19, at which President Kaler and Regent Patricia Simmons spoke, among others.

President Kaler committed to implementing the recommendations of the aforementioned independent external review panel and committed to working with the Board of Regents to respond to the Auditor's recommendations. As well, he stressed that the University's intention has been to factually address questions related to how individuals with diminished mental capacity are engaged in human subjects research and it has long relied on the reviews of external regulatory and legal bodies, specifically the Food and Drug Administration, the Board of Medical Practice and the Hennepin County Court, to do that. Addressing the Auditor's statement that the University has been defensive, President Kaler assured the committee that was not its intent. He also expressed regret that the University did not identify itself those shortcomings in some of its practices.

Regent Simmons articulated the Board's governance and oversight role and, as a physician, spoke to the value and goals of human subjects research in the context of advancing cures and treatments. She told the committee that the Board will be actively involved in shaping the University's action plan and will hold the President accountable for implementing the recommendations. It will also strengthen its own oversight function through the Audit Committee.

President's Recommendation

The President recommends that the Board of Regents adopt the *Resolution Related to Improving the Conduct of Human Subjects Research*.



**REGENTS OF THE UNIVERSITY OF MINNESOTA
RESOLUTION RELATED TO
IMPROVING THE CONDUCT OF HUMAN SUBJECTS RESEARCH**

WHEREAS, the University is committed to meeting, upholding and exceeding the highest ethical standards in research practices involving human subjects; and

WHEREAS, these ethical standards are critically important in the context of clinical research involving those with limited decision-making capacity; and

WHEREAS, our current human research protection program always aspires to function at a level that is above reproach; and

WHEREAS, an independent external review of current human subject research practices finds opportunities to improve and create a human subjects research program that is beyond reproach and serves as a national model; and

WHEREAS, a Legislative Auditor's review recommends that the University adopt the independent external review panel findings;

WHEREAS, we take these reports seriously and we will hold ourselves accountable, implement the external review panel recommendations, and strengthen oversight processes internally and at the governance level;

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents endorses the President's announced immediate and longer term administrative actions to strengthen the University's human subject protections overall, and specifically within the Department of Psychiatry, including but not limited to:

- a) Suspending enrollment in all Department of Psychiatry interventional drug studies currently active or awaiting approval until they have been reviewed by an independent institutional review board (IRB), which will recommend to the University Institutional Official (Dr. Brian Herman) whether or not the suspension should be lifted.
- b) Creating a Task Force to plan the implementation of the external review panel recommendations and reporting an implementation plan and action items to President Kaler and the Board of Regents in 60-days (May 15, 2015).
- c) Using an independent IRB and the University's post approval monitoring process to sample additional interventional clinical studies targeting vulnerable populations to guarantee that ongoing activities are appropriate and consistent with approved protocols, and that interactions with human subjects are consistent with the recommendations of the external review panel.
- d) Appointing a Community Oversight Board, comprised of external experts in human subjects research and research ethics, with special emphasis in the area of interfacing with individuals with diminished mental capacity, to make sure that the University's approaches to human subject research are best practices.
- e) Visiting leading institutions to learn best practices for Institutional Review Boards.
- f) Implementing new IRB software to improve review processes and strengthen oversight.

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Board of Regents will take an active role to shape the University's action plan and provide ongoing oversight and monitoring of these activities through its Audit Committee by evaluating the implementation plan and receiving regular progress reports on the implementation of the recommendations.



**REGENTS OF THE UNIVERSITY OF MINNESOTA
RESOLUTION RELATED TO
IMPROVING THE CONDUCT OF HUMAN SUBJECTS RESEARCH**

WHEREAS, the University is committed to meeting, upholding and exceeding the highest ethical standards in research practices involving human subjects; and

WHEREAS, these ethical standards are critically important in the context of clinical research involving those with limited decision-making capacity; and

WHEREAS, our current human research protection program always aspires to function at a level that is above reproach; and

WHEREAS, conducting clinical research is critical to finding treatments and cures to improve human health and save lives and to fulfilling our mission as a research university; and

WHEREAS, an independent external review of current human subject research practices finds opportunities to improve and create a human subjects research program that is beyond reproach and serves as a national model; and

WHEREAS, a Legislative Auditor's review recommends that the University adopt the independent external review panel findings;

WHEREAS, we take these reports seriously and we will hold ourselves accountable, implement the external review panel recommendations, and strengthen oversight processes internally and at the governance level; and

WHEREAS, we value our strong tradition of shared governance and the faculty's unique role in shaping culture and creativity and in upholding the highest standards of excellence at the University

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents endorses the President's announced immediate and longer term administrative actions to strengthen the University's human subject protections overall, and specifically within the Department of Psychiatry, including but not limited to:

- a) Suspending enrollment in all Department of Psychiatry interventional drug studies currently active or awaiting approval until they have been reviewed by an independent institutional review board (IRB), which will recommend to the University Institutional Official (Dr. Brian Herman) whether or not the suspension should be lifted.
- b) Creating a Task Force comprised primarily of faculty and including external experts to plan implementation of the external review panel recommendations and report an implementation plan and action items to President Kaler and the Board of Regents in 60-days (May 15, 2015).
- c) Using an independent IRB and the University's post approval monitoring process to sample additional interventional clinical studies targeting vulnerable populations to guarantee that ongoing activities are appropriate and consistent with approved protocols, and that interactions with human subjects are consistent with the recommendations of the external review panel.
- d) Appointing a Community Oversight Board, comprised of external experts in human subjects research and research ethics, with special emphasis in the area of interfacing with individuals with diminished mental capacity, to make sure that the University's approaches to human subject research are best practices.

BE IT FURTHER RESOLVED that the Board of Regents commits to an open and transparent process that solicits input from faculty and others throughout the University community and affirms the University's mission to engage in cutting-edge clinical research of the highest quality;

BE IT FURTHER RESOLVED that the Board of Regents will take an active role to shape the University's action plan and provide ongoing oversight and monitoring of these activities through its Audit Committee by evaluating the implementation plan and receiving regular progress reports on the implementation of the recommendations.

Findings of Independent Reviews and Resolution Related to Improving the Conduct of Human Subjects Research

Board of Regents
March 27, 2015

Eric W. Kaler, President

Brian Herman, Vice President for Research

Brooks Jackson, Dean of the Medical School and Vice President for Health Sciences

Gail Klatt, Associate Vice President for Internal Audits



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Background

- 2004 death of a patient, Dan Markingson, in a clinical drug trial
- Mr. Markingson's family, some faculty, and some others in the broader community raised concerns centered on:
 - Whether consent was appropriate and ethical
 - Conflict of interest with the principal investigator
 - The University's response to his family
- As a result, two independent, external reviews launched

Independent, External Panel

- Dec. 2013 Faculty Senate resolution
 - Independent external review
 - Current practices
 - Focus on individuals with diminished decision-making capabilities
- University supported resolution and undertook review
- Contracted with AAHRPP to manage
 - Six experts retained to conduct review
- Review completed February 2015 and presented to the Faculty Senate March 6

Independent, External Panel Findings

- IRB membership and review process
- Education and training
- Scientific review
- Monitoring
- Engagement: research subjects and community
- Consent
- Culture and leadership

Legislative Auditor Special Review

- 2014 legislative request to the Auditor
- Launched June 2014
- Requested and received thousands of pages of documents, visited campus, interviewed individuals
- Focused on the circumstances surrounding Mr. Markingson's death in 2004

OLA Findings

- 9 findings and 2 recommendations
- Finds “serious ethical issues and numerous conflicts of interest”
- Rebukes the University for being “insular” and “defensive”
- Recommends:
 - Legislation requiring the University to suspend Department of Psychiatry drug studies until the external review panel’s recommendations are implemented
 - Legislation directing the Office of the Ombudsman for Mental Health and Development Disabilities to monitor patients in Department of Psychiatry drug studies

Action Steps

- Suspend enrollment in all Department of Psychiatry interventional drug studies currently active or awaiting approval until they have been reviewed by an independent institutional review board (IRB)
- Appoint Implementation Team to review and plan for recommendations and report to the President in 60 days (May 15, 2015)
 - That report will be shared with the Board and considered at its June meeting

Action Steps

- Use an independent IRB to sample additional interventional clinical studies targeting vulnerable populations
- Appoint a Community Oversight Board, including external experts in human subjects research and research ethics
- Visit leading institutions to learn best practices for Institutional Review Boards
- Implement new IRB software to improve review processes and oversight

In Progress

A number of improvements identified by the external review are already in progress:

- Making structural and composition changes to the biomedical IRB
- Changes to IRB process and documentation
- Enhancing post-approval review and education and training staffing
- Policy changes



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UniversityofMinn



UMNews



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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Update: Operational Excellence Initiatives

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

This is a report required by Board policy.

Presenters: President Eric W. Kaler
Richard Pfitzenreuter, Vice President and Chief Financial Officer
Scott Studham, Vice President and Chief Information Officer
Patti Dion, Director, Employee Relations and Compensation
Sue Van Voorhis, Associate Vice Provost and Registrar

Purpose & Key Points

Operational Excellence is a long-term commitment to working smarter, reducing costs, enhancing services, and increasing revenues. Since Operational Excellence was launched by the President in September 2011, the Operational Excellence leadership group (composed of senior system academic and operational leaders) has met weekly to provide direction, monitor progress, and advance initiatives.

The purpose of this item is to update the Board on the progress made in the areas of human resources, finance and procurement, technology, and student systems. The update will outline changes in business processes and cost-saving initiatives across those areas, including:

- Highlights of process improvements and savings resulting from the Enterprise Systems Upgrade Project currently scheduled to go live on April 20, 2015.
- Information regarding spans and layers and recommendations from the June 2013 Huron Consulting Services report.
- Status of the President's goal to reallocate \$90 million in administrative costs over six years. The purpose of this reallocation is to redirect resources to invest in mission activities, stem the growth in the cost of attendance for University students, and meet inflationary cost pressures within the University's operating budget.

Background Information

The Board has received updates in September 2013, March 2013, and May 2014.

Update: Operational Excellence Initiatives

Board of Regents
March 27, 2015



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Operational Excellence

What?

- Long-term commitment to work smarter, reduce costs, enhance services, and increase revenues throughout the University system
- Use our resources – people, money, time, facilities – to the highest purpose possible

Guiding Principles

- Achieve administrative cost reductions and productivity improvements across all our activities and programs
- Encourage enterprise solutions while reducing redundancy and duplication
- Promote entrepreneurialism, seize opportunities, and enhance organizational flexibility and adaptability
- Recalibrate the University's risk profile to achieve greater efficiencies while enhancing service

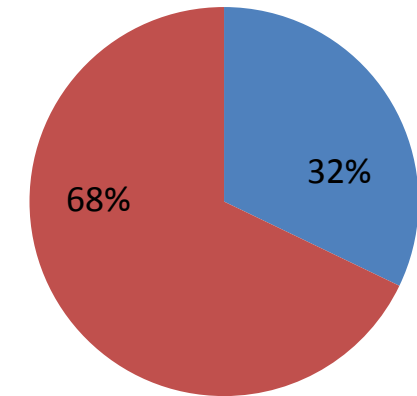
Reallocation of Resources to Advance Priorities

**President's Goal – \$90m Reduction in Admin Costs Over 6 Years
FY14 through FYFY19 - Status**

Redirect resources to:

Invest in mission activities ◆ Stem growth in cost of attendance ◆ Meet inflationary cost pressures

Of the \$39m Savings to Date:



■ Non-Personnel ■ Personnel

FY14:	\$19 million – Implemented	
FY15:	\$20 million – Approved/In Process	
	\$39 million – to date	➔ 43%
FY16:	\$15 million – Total Target to Units	➔ 17%
	\$36 million – Planned for FY17-FY19	➔ 40%

Examples:

- Position Eliminations
- Salary Savings – Restructuring Existing Positions
- Reductions to General Operations
- Reductions to Budgets for Facilities, Equipment, Consultants, etc.

Software rationalization

Results

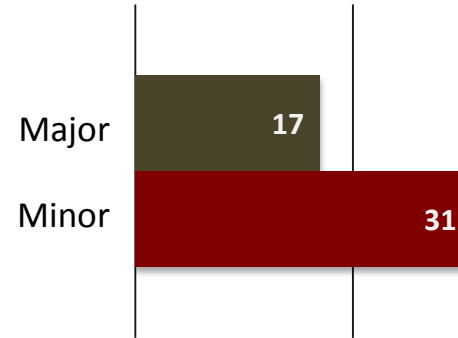
Opportunity

- Aggressively manage enterprise software application portfolio
- Identify strategies for improving business value, including efficiencies, capacity gains and mission alignment
- Improve technological velocity, health, competitiveness
- Create extendable model for decentralized units, colleges

Actions

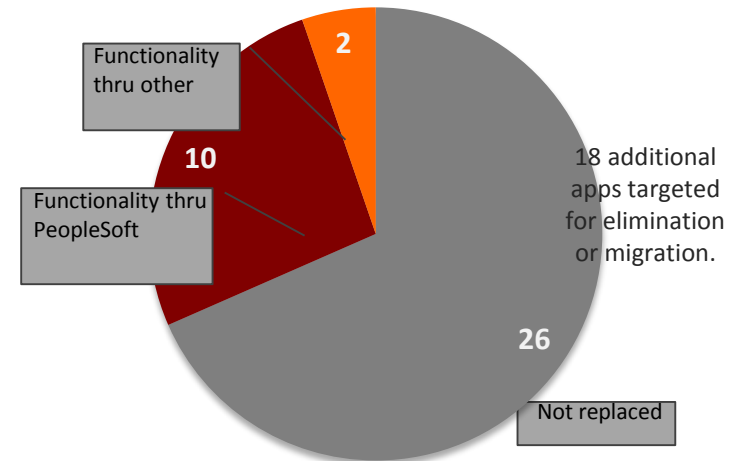
- Developed tool to review enterprise software application portfolio
- Assessed business value, technological health and competitiveness of nearly 160 enterprise software applications
- Enabled dialogue around technology alignment with academic mission; informed enterprise spending priorities
- Dialogue continues on application management in units, colleges

Software Upgrades



Vendor-supported apps deliver savings, cost avoidance.

Retired Applications



SERVICE-NOW CONTRACT

Results

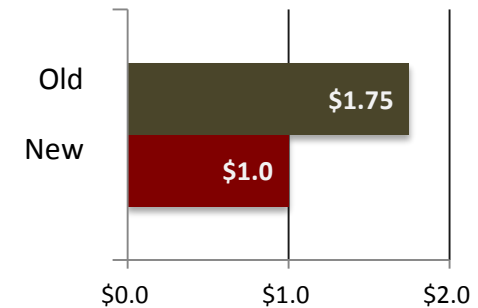
Opportunity

- Reassess vendor relationship in light of licensing agreement changes that would have added significantly to technology costs
- Renegotiate vendor contract; achieve administrative *savings*
- Reinvest in services expected to have greater impact on higher-priority services, most notably increasing help desk capacity

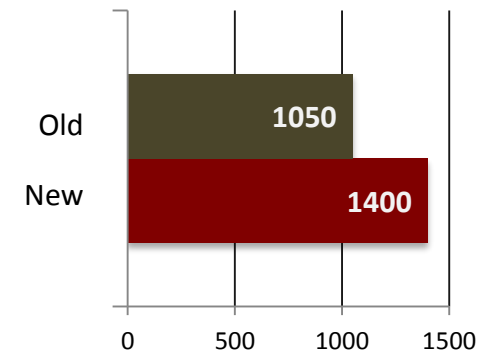
Actions

- Renegotiated and extended ServiceNow contract to mid 2019.
- University to save \$2.5 million over life of the contract through renegotiation and process changes
- 38 percent reduction in costs per user; increase licenses to 1,400
- Implemented process and administrative changes to gain greatest efficiency from this technology platform

Annual Spend – Staff & Software (\$M)



Software Licenses



Help Desk alignment

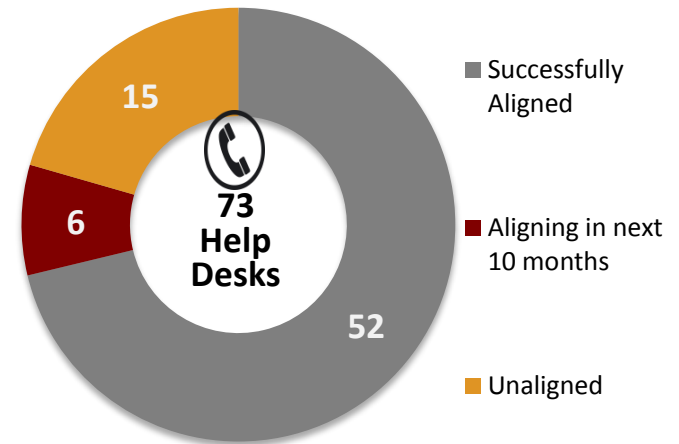
Results

Opportunity

- Align 73 help desks in academic, administrative units
- Gartner report: opportunity to improve end-user/IT support ratio
- Improve responsiveness, efficiency through standardization
- Opportunity to address reputation issue: *Wall Street Journal* article in 2012 critical of administrative inefficiencies

Actions

- Conducted institutional analysis of opportunities, barriers
- Created Formal Community of Practice (FCoP); charged distributed IT community to develop uniform practices
- Created liaison service to meet professional IT consultation needs
- Yearlong program plan developed, implemented
- Ongoing strategic dialogues with several units and colleges



✓ **\$2.3 million**

Minimum potential savings to college deans to align the 21 remaining help desks

Investment in academic technology

Results

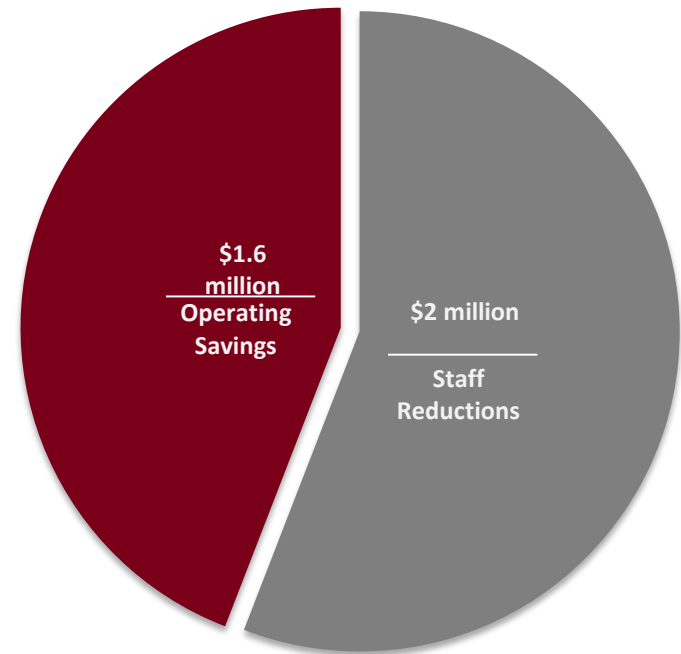
Opportunity

- Enable investment in academic technology through strategic divestment in network and data services
- Realign OIT-performed construction- and utility-related support functions to University Services
- Use automation, streamlined processes, resource optimization to deliver reductions in three-year capital expense plan

Actions






- Aggressive staff reduction plan in OIT, Networking and Telecommunication Services
- Reduction in NTS design and operations
- Eliminated OIT project management function; reduced business office billing and inventory activities
- Cable placement, low-voltage cable services, construction activities aligned in University Services

\$3.6 Million
Reallocation



Investments targeted for instructional design, digital learning technologies

Human Resource Initiatives Recommended by Huron Have Been Addressed

1. Align HR Programs and Services with HR Strategy 
2. Evolve Service Delivery – Continue to Develop Centers of Expertise 
3. Define HR Generalist Roles and Accountability 
4. Formalize Data Integrity Program 
5. Define and Implement HR Performance Metrics 

Ongoing Human Resource Initiatives

Major Changes in the Human Resource Management System

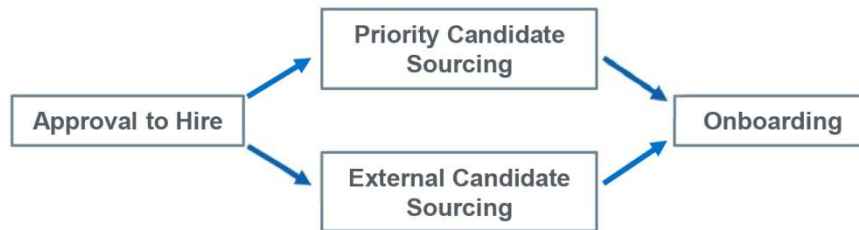
- Implement PeopleSoft Recruiting Solutions
- Restructure appointment data
- Simplify benefits plan and processes
- Simplify fringe processing
- Implement online time & labor and absence management
- Streamline payroll and payroll accounting processes

Job Family Study

- Purpose is to create a job classification system that reflects what employees do and provides more equity across the system

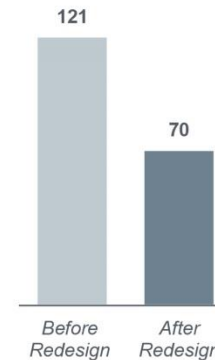
Redesigning Workflows to Target Most Common Sources of Processing Bottlenecks

Hiring Workflow After Introduction of Parallel Processing

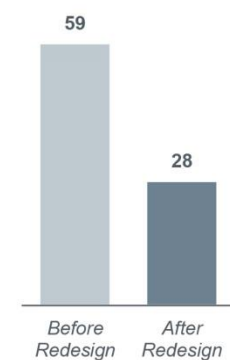


UMN Reduces Average Hiring Time for Faculty and Staff

Average Number of Days to Hire Faculty



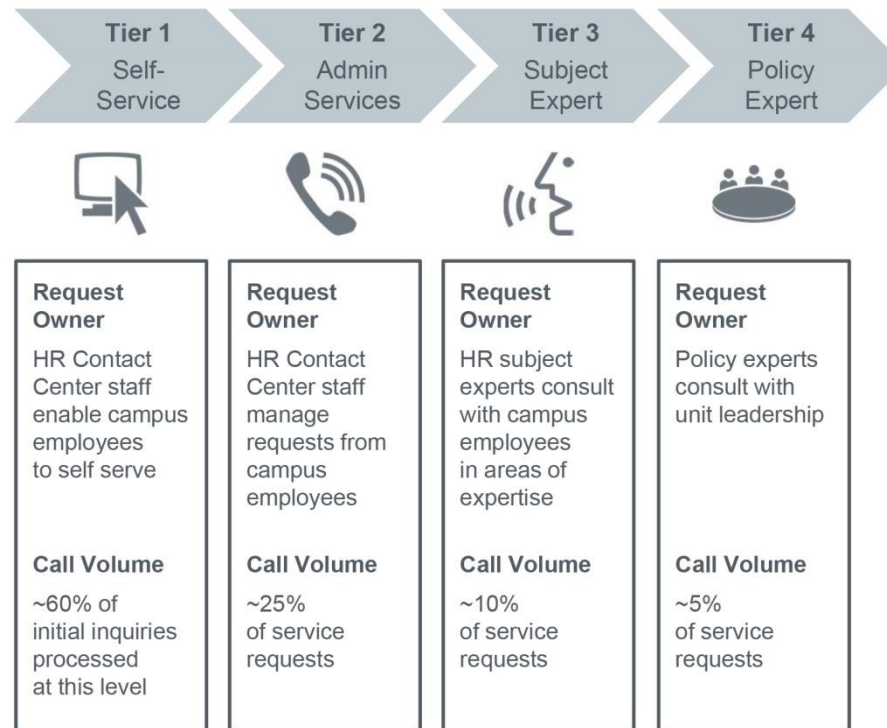
Average Number of Days To Hire Professional Staff



Source: The Education Advisory Board

Delegating HR Tasks to Most Appropriate Level of Staff

University of Minnesota's HR Contact Center Model



Source: The Education Advisory Board

A Human Resource Tool: Spans and Layers Results FY '14

University satisfies criteria for an efficient organization:
<7 layers and spans of 3-11

Average Spans of Control by Layers of Management (1)

University Unit	Layers of Management					
	7	6	5	4	3	2
Crookston, Morris, Rochester Campuses			10.33	12.00	5.18	5.24
Duluth Campus		7.00	7.43	10.94	5.54	3.71
Twin Cities Health Sciences		18.75	11.36	8.95	4.53	2.74
Twin Cities Colleges		19.00	9.76	9.73	5.45	2.82
Twin Cities Other	11.00	7.42	6.71	6.43	6.78	4.71
University-Wide	19.89	13.16	8.84	8.58	5.56	3.41

¹The table contains values for major University units where three or more segments/sub-units could be combined and averaged. University-wide averages, especially for seven layers of management, contain average spans for units that had fewer than three sub-units of data but, nevertheless, could be included in the overall average.

Finance & Procurement Completed Projects

Project / Recommendation	Benefits
Implemented electronic procurement system	<ul style="list-style-type: none"> ✓ Significant process improvements ✓ Directs purchases to lowest cost University vendors
Expanded use of electronic payments to vendors	<ul style="list-style-type: none"> ✓ Reduces processing costs of paper invoices / checks ✓ Generates rebates to University
Expanded electronic cash management for student payments	<ul style="list-style-type: none"> ✓ Reduces costs to University & students ✓ Improves services to students ✓ Enhances cash management security
Implemented new tools for managing large dollar vendor contracts	<ul style="list-style-type: none"> ✓ Highlights key terms & conditions in contracts ✓ Enhances ability to manage vendors and contracts ✓ Reduces financial risks to the University

Finance & Procurement Projects In Process

Project	Expected Benefits	Estimated Completion
Adopt risk-based procurement thresholds and authorizations	<ul style="list-style-type: none"> ✓ Align purchasing thresholds and approvals with likely risks ✓ Reduce administrative requirements ✓ Simplify procurement process 	2015
Implement new cash handling tools for participant payments on research projects	<ul style="list-style-type: none"> ✓ Improve processes ✓ Enhance services to researchers ✓ Improved controls and security 	2015
Implement new travel policies and tools that leverage web / mobile technology	<ul style="list-style-type: none"> ✓ Bring travel management into 21st Century ✓ Significantly reduce administrative burden ✓ Enhanced options & services for travelers 	2016

Rationalize Procurement Thresholds

- Top-to-bottom “risk-based” review of all dollar thresholds used for procurement processes & approvals.
- Expected benefits
 - Reduce requirements, simplify procurement steps
 - Better align approvals with accountability
- Expected completion – summer 2015

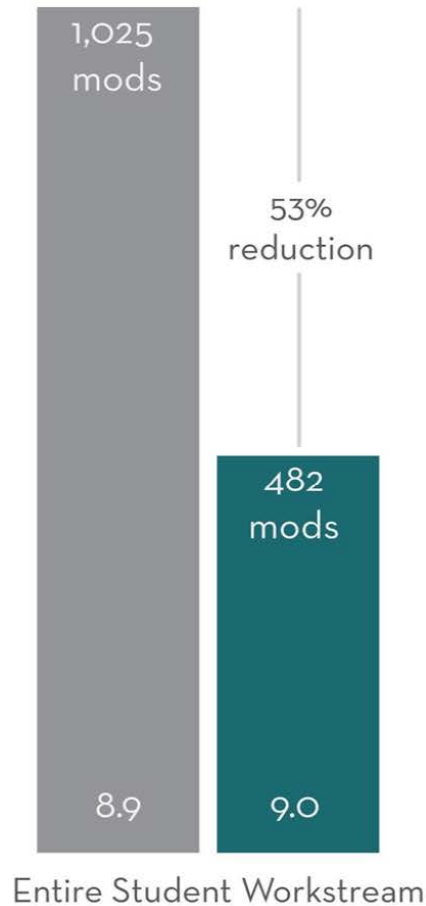
Implement New Research Subject Payment Tools

- Implement new technology for small dollar payments to research subjects
- Expected benefits:
 - Eliminates the need for cash advances
 - More efficient
 - Possibility the technology will also facilitate cash needs for international research
- Expected completion – fall 2015

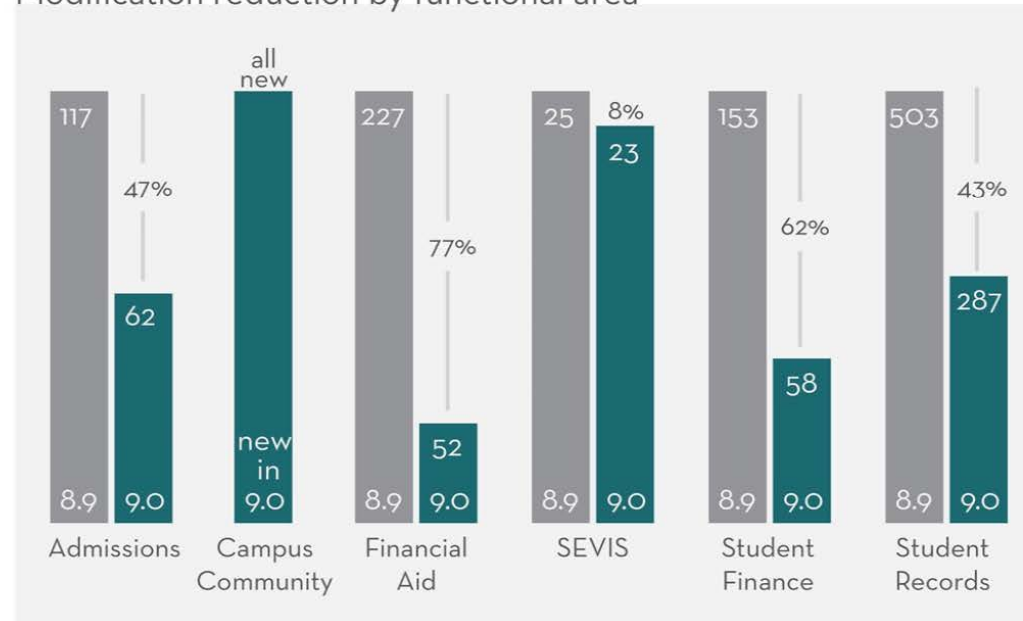
Automate Travel & Employee Expense Reimbursement Processes

- Review and revise policies to reflect 21st century travel practices and methods
- Implement new travel systems that:
 - Leverage web and mobile technology
 - Automates back-office steps, such as collecting receipts and preparing expense reimbursements
 - Offers enhanced user experience and services for employees that travel
- Expected completion – 2016

PeopleSoft Modifications



Modification reduction by functional area



Process Improvements

ACADEMIC SUPPORT RESOURCES
Office of Undergraduate Education

UNIVERSITY OF MINNESOTA
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PROJECT	BENEFITS
Registration exceptions process for graduate students (process for adding courses after the deadline)	Student processing time reduced from 2 hours to 2 minutes; staff processing time reduced from 19 minutes to 9 minutes
Graduate forms submission and imaging - digital conversion of graduate school forms	Reduced time to complete and process documents for approval. Processing times reduced from weeks to a few days or less. Annual savings of \$186,000.
Disability Resource Center - document conversion	Estimated cost-savings of \$54,000 annually (in staff time spent managing documents and determining work)
Program & Curriculum Approval System - implementation and enhancements	Single database for all programs; standardizes required data and approval process; saves staff time by automating entry of changes into catalogs
STAR Online Scholarship Application - standardized application for students across the campus	Creates efficiencies for students and staff reviewers. Automatic field completion eliminates repeat manual entry for students. Reviewers have standardized, consistent electronic information.

One Stop New Service Model

One Stop
Student Services
now using
SalesForce*

systems retired: **4**
systems integrated: **3**
total cases logged in 1st year: **187,482**

Good and Excellent** service provided by One Stop Student Services staff



by PHONE



by EMAIL



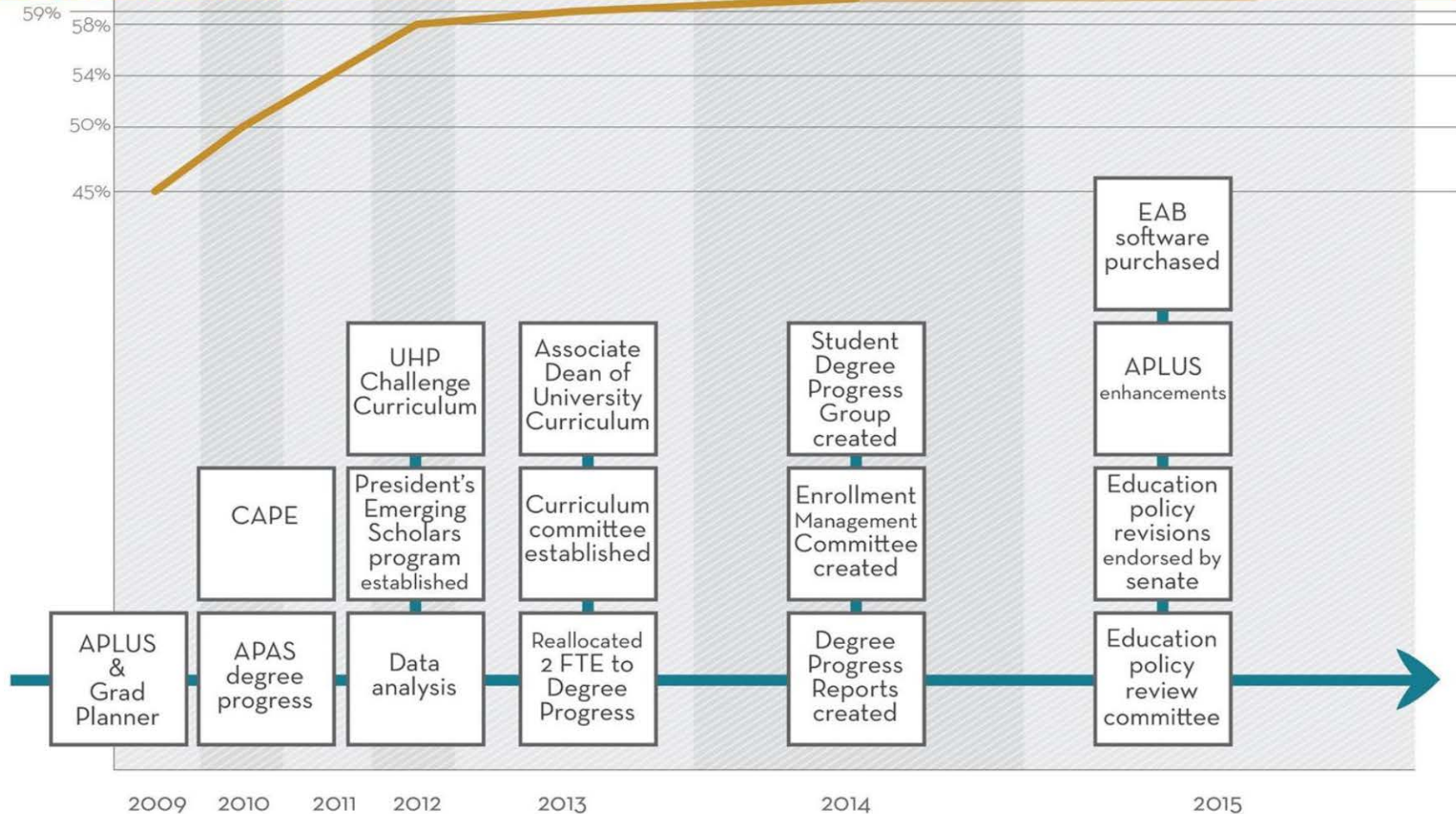
in PERSON

*SalesForce is a Customer Relationship Management (CRM) software service

**Responses reported in the 2014 One Stop Student Survey; response choices were excellent, good, fair, or poor

Supporting Graduation & Retention

60% GOAL REACHED 2014



Update: Operational Excellence Initiatives

Board of Regents
March 27, 2015



UNIVERSITY OF MINNESOTA

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Board of Regents

March 27, 2015

Agenda Item: Report of the Committees

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

This is a report required by Board policy.

Presenters: Regent Richard Beeson

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."

The Board chair will call on the chair of each committee to present recommended actions and provide a brief report.

Background Information

Current committee chairs:

- Academic & Student Affairs Committee - P. Simmons
- Audit Committee - L. Brod
- Facilities & Operations Committee - T. Devine
- Faculty & Staff Affairs Committee - D. McMillan
- Finance Committee - D. McMillan
- Litigation Review Committee - D. McMillan
- Special Committee on Academic Medicine - L. Cohen