

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Friday, October 14, 2011

9:00 - 11:15 a.m.

600 McNamara Alumni Center, Boardroom

Board Members

Linda Cohen, Chair
David Larson, Vice Chair
Clyde Allen
Richard Beeson
Laura Brod
John Frobenius
Venora Hung
Dean Johnson
David McMillan
Maureen Ramirez
Patricia Simmons
Steve Sviggum

AGENDA

1. Introduction of Dean, Humphrey School of Public Affairs - E. Kaler (p. 2)
2. Approval of Minutes - Action - L. Cohen
3. Report of the President - E. Kaler
4. Report of the Chair - L. Cohen
5. Receive and File Reports (p. 3)
6. Consent Report - Review/Action - L. Cohen (pp. 4-11)
 - A. Appointments: University of Minnesota Foundation Board of Trustees
 - B. Report of the All-University Honors Committee
 - C. Gifts
 - D. Audit Committee Consent Report
7. 2012 State Capital Budget Request - Action - E. Kaler/K. O'Brien/R. Pfutzenreuter (pp. 12-16)
8. *University Plan, Performance & Accountability Report* - Action - E. Kaler/T. Sullivan (pp. 17-18)
9. Overview: Scope, Size, and Mission: The Report of the Enrollment Management Committee - T. Sullivan/R. McMaster/K. VandenBosch (pp. 19-31)
10. Report of the Facilities Committee - D. Johnson
11. Report of the Faculty, Staff & Student Affairs Committee - P. Simmons
12. Report of the Finance & Operations Committee - J. Frobenius
13. Report of the Audit Committee - R. Beeson
14. Report of the Educational Planning & Policy Committee - M. Ramirez
15. Report of the Litigation Review Committee - V. Hung
16. Old Business
17. New Business
18. Adjournment



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

October 14, 2011

Agenda Item: Introduction of Dean of the Humphrey School of Public Affairs

review review/action action discussion

Presenters: President Eric W. Kaler

Purpose:

policy background/context oversight strategic positioning

To introduce Eric P. Schwartz as Dean of the Humphrey School of Public Affairs at the University of Minnesota.

Outline of Key Points/Policy Issues:

Background Information:

Eric Schwartz's appointment as Dean, Humphrey School of Public Affairs, was approved by the Board of Regents on June 10, 2011 and his appointment began on October 12, 2011.

Schwartz brings 25 years of senior public service experience to our academic community. He was Assistant Secretary of State for Population, Refugees, and Migration at the U.S. Department of State, and also has worked with the National Security Council, the United Nations, and the U.S. Congress.

Schwartz served for many years as a visiting lecturer of public and international affairs at Princeton University's Woodrow Wilson School and was its first Practitioner in Residence. He holds a J.D. from New York University School of Law, where he was a Root-Tilden-Snow Scholar, and a Master of Public and International Affairs from Princeton University. He earned a Bachelor of Arts degree (with honors) at Binghamton University of the State University of New York.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

October 14, 2011

Agenda Item: Receive and File Reports

review review/action action discussion

Presenters: Regent Linda Cohen

Purpose:

policy background/context oversight strategic positioning

Outline of Key Points/Policy Issues:

Background Information:

There are no items for receipt and filing this month.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

October 14, 2011

Agenda Item: Consent Report

review review/action action discussion

Presenters: Regent Linda Cohen

Purpose:

policy background/context oversight strategic positioning

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

Outline of Key Points/Policy Issues:

Items for consideration:

I. Appointments: University of Minnesota Foundation Board of Trustees

To appoint the following individual to serve for a 3-year term on the University of Minnesota Foundation (UMF) Board of Trustees:

Kendall J. Powell (term expires 2014)

Kendall Powell is chairman and CEO of General Mills and joined the company in 1979, holding a variety of executive positions internationally and in the U.S. Ken currently serves on the boards of Cereal Partners Worldwide, Consumer Good Forum, Grocery Manufacturers of America, Medtronic, Minnesota Business Partnership, Minnesota Early Learning Foundation and Twin Cities United Way. He holds a B.S. in biology from Harvard University and an MBA from Stanford University.

To reappoint the following individuals to serve a 3-year term on the UMF Board of Trustees:

Honorable David M. Larson (term expires 2014)

David Larson is a retired executive vice president for Cargill, Incorporated, where his responsibilities as a member of the Board of Directors and Cargill Corporate Leadership Team included strategic direction and leadership, brand management, employee engagement, business excellence, business conduct and compliance, and overseeing businesses in 67 countries. A graduate of the University of Minnesota with a degree in political science, Larson currently serves on the boards of the Minnesota Historical Society, Admission Possible and National History Day. He is past chair of the American Feed Industry Association. David received the University of Minnesota College of Liberal Arts Alumni of Notable Achievement Award in 2006. He has served on the UMF Board of Trustees since 2001.

Robert M.A. Johnson (term expires 2014)

Robert Johnson retired from the position of Anoka County Attorney in January 2011, an elected position he held since 1983. He served in the Minnesota National Guard from 1968 to 2003. Robert is a board member on the Council on Crime and Justice and is the former chair of the American Bar Association Criminal Justice Section and former president of the National District Attorneys Association. He is a graduate of the University of Minnesota, receiving degrees in business administration and law. Robert has served on the UMF Board of Trustees since 2005 and is currently the vice chair of the audit committee.

II. Report of the All-University Honors Committee

The President recommends approval of the All-University Honors recommendation forwarded to the Board of Regents in a letter dated October 5, 2011.

III. Gifts

The President recommends approval of the Summary Report of Gifts to the University of Minnesota through August 31, 2011 (attached).

IV. Audit Committee Consent Report

The President recommends approval of the Audit Committee Consent Report, which contains action on the engagement of Deloitte & Touche LLP by the University of Minnesota, Office of Student Affairs, to perform agreed-upon procedures for the Student Services Fee Committee for fiscal year ended June 30, 2011, at a cost not to exceed \$51,000. This engagement has been reviewed by the Controller's Office and does not impair the independence of Deloitte & Touche LLP, as it relates to providing future external auditing services to the University.

Background Information:

Appointments: University of Minnesota Foundation Board of Trustees:

In accordance with Board of Regents Policy: *Appointments to Organizations and Boards*, the Board of Regents appoints the University President and additional individuals (no more than three Regents) to constitute no less than one-fourth of UMF Board membership. The Board of Regents last appointed members to the UMF Board in November 2010.

Audit Committee Consent Report

The Board of Regents Audit Committee has been delegated the responsibility to review and approve audit contracts over \$25,000. The Audit Committee does not meet in October, so the Board of Regents is asked to act on the contract.

President's Recommendation for Action:

The President recommends approval of the Consent Report.

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

October 2011 Regents Meeting

	<u>August</u>		<u>Year-to-Date</u>	
	<u>2011</u>	<u>2010</u>	<u>07/01/11 08/31/11</u>	<u>07/01/10 08/31/10</u>
U of M Gift Receiving	\$ 697	\$ 152,035	\$ 3,917	\$ 530,250
4-H Foundation	41,922	41,062	66,993	101,473
Arboretum Foundation	77,749	272,655	183,340	465,628
MN Medical Foundation	1,463,082	3,518,319	3,524,083	7,499,550
Univ of MN Foundation	<u>9,989,872</u>	<u>3,437,923</u>	<u>21,017,722</u>	<u>7,098,180</u>
Total Gift Activity	<u><u>\$ 11,573,322</u></u>	<u><u>\$ 7,421,994</u></u>	<u><u>\$24,796,055</u></u>	<u><u>\$ 15,695,081</u></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 August 2011

<u>Donor</u>	<u>Rec'd by</u>	<u>Gift/Pledge</u>	<u>Purpose of gift</u>
<u>\$1 Million and Over</u>			
Delta Dental of Minnesota Trust	UMF	Pledge	School of Dentistry
<u>\$500,000 - \$1,000,000</u>			
Dr. N. Marbury Efimenco Estate	UMF	Gift	College of Liberal Arts
Anonymous	UMF	Gift	Department of Intercollegiate Athletics
Anonymous	MMF	Pledge	Neurosurgery
Floyd D. Dygve	MMF	Gift	Pediatrics
<u>\$250,000 - \$500,000</u>			
Hormel Foundation	UMF	Gift	Hormel Institute
Minnesota Crop Improvement Association	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
John E. and Nancy E. Lindahl	UMF	Pledge	Department of Intercollegiate Athletics
<u>\$100,000 - \$250,000</u>			
Margaret A. Cargill Foundation	UMF	Gift	University of Minnesota, Morris
3M Company	UMF/MMF	Gift	Carlson School of Management, College of Design, U of M Medical School - Duluth
Lucy D. Enos Estate	UMF	Gift	School of Nursing
Oppenheimer Wolff and Donnelly LLP	UMF	Pledge	Law School
Elsie E. Kalionen	MMF	Gift	Neurology, Ophthalmology
Anita B. Schwartz Estate	UMF	Gift	College of Veterinary Medicine
Anonymous	MMF	Pledge	Schulze Diabetes Institute
Cy and Paula W. DeCosse	UMF	Pledge	College of Liberal Arts
Doris C. Hodroff	UMF	Gift	Weisman Art Museum
Stanley S. Hubbard	MMF	Pledge	Masonic Cancer Center
<u>\$50,000 - \$100,000</u>			
Robert P. Widstrand Estate	UMF	Gift	Horticultural Science
Danisco	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Monsanto Company	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Robertet Flavors Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Dougherty Family Foundation	MMF	Gift	Urologic Surgery

\$50,000 - \$100,000

Pioneer Hi-Bred International Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Danyang Zhao	MMF	Gift	Neurology
Erik Torgerson	UMF	Pledge	Department of Intercollegiate Athletics
Minnesota Forest Industries	UMF	Pledge	Humphrey School of Public Affairs
Minnesota Lions Vision Foundation Incorporated	MMF	Gift	Ophthalmology
Nitto Denko Corporation	UMF	Gift	College of Science and Engineering
Ormco Corporation	UMF	Gift	School of Dentistry
The Hubbard Broadcasting Foundation	UMF	Pledge	School of Dentistry

\$25,000 - \$50,000

Helen S. Henton Trust	UMF	Gift	Unrestricted
Jane E. Larson Estate	UMF	Gift	Academic Health Center, College of Veterinary Medicine, Libraries
The Bush Foundation	UMF	Gift	Humphrey School of Public Affairs
Dr. Sping Lin	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences, Global Programs and Strategy Alliance
Foundation for Managed Care Pharmacy	UMF	Gift	College of Pharmacy
Ashland Incorporated	UMF	Gift	College of Science and Engineering
Ford Motor Company	UMF	Gift	College of Science and Engineering
Kopp Family Foundation	UMF	Gift	Carlson School of Management
Starkey Laboratories Incorporated	UMF	Gift	College of Liberal Arts
Karl Potach Foundation	UMF	Gift	Hormel Institute
Mary S. Heiserman	MMF	Gift	Medicine
Bayer Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Essentia Health	UMF	Gift	University of Minnesota, Duluth
Verna M. Simeral Estate	UMF	Gift	School of Nursing
Dow AgroSciences LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
General Mills Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Parametric Technology Corporation	UMF	Gift	College of Science and Engineering
Kathryn A. Sikkink	UMF	Pledge	College of Liberal Arts
Drs. Laurie S. and James T. Hayes	UMF	Gift	College of Liberal Arts
Camfil Farr Incorporated	UMF	Gift	College of Veterinary Medicine
E. I. DuPont DeNemours and Company	UMF	Gift	College of Science and Engineering
Ecolab Incorporated	UMF	Gift	College of Science and Engineering
Feed Management Systems Incorporated	UMF	Gift	Carlson School of Management

\$25,000 - \$50,000

Helen W. Whitney Estate	UM	Gift	Minnesota Landscape Arboretum
Maureen Tobin Stanley	UMF	Gift	University of Minnesota, Duluth
Midcontinent Communications	UMF	Pledge	University of Minnesota, Crookston
National MPS Society Incorporated	MMF	Gift	Pediatrics
PepsiCo Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Russell L. Scheffler	MMF	Pledge	Medical School Administration

\$10,000 - \$25,000

Boehringer Ingelheim Vetmedica Incorporated	UMF	Gift	College of Veterinary Medicine
Huvepharma Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Boston Scientific Foundation Incorporated	MMF	Gift	Medicine
Center for Computer-Assisted Legal Instruction	UMF	Gift	Law School
Elizabeth E. Roth	UMF	Gift	College of Liberal Arts
Iris Freeman and Warren Woessner	UMF	Pledge	College of Education and Human Development
Community Health Charities Minnesota	MMF	Gift	Masonic Cancer Center
Flavor and Extract Manufacturers Association of the US Incorporated	MMF	Gift	Masonic Cancer Center
Laurie Bentson Kauth	UMF	Gift	Bentson Scholars Program
Ronald J. and Janet J. Schutz	UMF	Pledge	Law School
BASF Corporation	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Hubbard County 4-H Animal Science	UM	Gift	4H Foundation
H. B. Fuller Company	UMF	Gift	College of Science and Engineering
Mayo Foundation for Medical Education and Research	UMF	Gift	Carlson School of Management
UnitedHealthcare Services Incorporated	UMF	Gift	Carlson School of Management
Carl and Eloise Pohlad Family Foundation	UMF	Gift	Center for Urban and Regional Affairs
Oswald Family Foundation	UMF	Gift	College of Education and Human Development
Winfield Solutions LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Myrtle L. Stroud Estate	UMF	Gift	College of Liberal Arts
Cargill Incorporated	UMF	Gift	Carlson School of Management, College of Veterinary Medicine

\$10,000 - \$25,000

Stephen Duncan	MMF	Gift	Schulze Diabetes Institute
Avantstar Incorporated	MMF	Gift	Schulze Diabetes Institute
Cynthia Breen	UMF	Gift	Carlson School of Management
Donna M. Pociask	UMF	Gift	College of Veterinary Medicine
Dr. JoAnne Buggy	UMF	Gift	College of Education and Human Development
Hogan Family Charitable Fund-Bank of America Fund	UMF	Gift	Institute on the Environment
James H. Michael	UMF	Gift	College of Liberal Arts
Marshall H. Friedell	MMF	Gift	Pediatrics
Martha MacMillan	UMF	Gift	Center for Spirituality and Healing
Medtronic Incorporated	UMF	Gift	Carlson School of Management
Nancy and Warren MacKenzie Foundation	UMF	Gift	College of Liberal Arts

\$5,000 - \$10,000

Quintiles Limited	MMF	Gift	Psychiatry
Dairyland Power Cooperative	UMF	Gift	College of Science and Engineering
Steven W. Lundberg	UMF	Gift	Department of Intercollegiate Athletics
Nutriad Incorporated	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
Dorsey and Whitney LLP	UMF	Gift	Humphrey School of Public Affairs
Wells Fargo Foundation	UMF	Gift/Pledge	Various Colleges
Minnesota Pork Board	UMF/UM	Gift	College of Food, Agricultural and Natural Resource Sciences, 4H Foundation
Dr. Lowell W. Hellervik	UMF	Gift	Department of Intercollegiate Athletics
Erwin L. Weber Trust	UMF	Gift	Scholarships
Barbara L. Forster	MMF	Gift	Masonic Cancer Center
Gregory S. Mitsch	UMF	Gift	Department of Intercollegiate Athletics
Education Minnesota	UMF	Gift	Bell Museum of Natural History
Minnesota Surveyors and Engineers Society	UMF	Gift	College of Science and Engineering
Ten Media LLC	UMF	Gift	College of Food, Agricultural and Natural Resource Sciences
University of Tokushima	MMF	Pledge	Therapeutic Radiology
Ben's Buddies Incorporated	MMF	Gift	Pediatrics
Andy Rieck	UMF	Gift	Department of Intercollegiate Athletics
Mike Connealy	UMF	Gift	Department of Intercollegiate Athletics
Vasiliki S. Villas	UMF	Gift	College of Liberal Arts
Mauritz A. Mortenson	UMF	Gift	Department of Intercollegiate Athletics
HealthEast	MMF	Gift	School of Public Health
John S. Anderson	UMF	Gift	Department of Intercollegiate Athletics

\$5,000 - \$10,000

Belle Parker Jackson Estate	UMF	Gift	Unrestricted
John S. Mendesh	UMF	Gift	Department of Intercollegiate Athletics
Polo Classic	UMF	Gift	College of Veterinary Medicine
Allan C. Tappe	UMF	Gift	Department of Intercollegiate Athletics
CVS Caremark Charitable Trust Incorporated	UMF	Gift	College of Pharmacy
Dr. Rebecca A. Urbanski and Scott L. Junkert	UMF	Gift	College of Veterinary Medicine
Edward B. Rogers and Janet L. Indresano	UMF	Gift	College of Pharmacy
Egyptian Cultural and Educational Bureau	UMF	Gift	College of Veterinary Medicine
Grand American Restaurant Company	MMF	Gift	Schulze Diabetes Institute
Harold and Audree Singer	UMF	Gift	University of Minnesota, Duluth
Jay D. Nibbe	UMF	Gift	Carlson School of Management
Kathleen M. and Robert M. Carlson	UMF	Gift	University of Minnesota, Duluth
Land O' Lakes Incorporated	UMF	Gift	Carlson School of Management
LeJeune Family Foundation	MMF	Gift	Masonic Cancer Center
Marjorie J. Brown	MMF	Gift	Pediatrics
Matthew J. and Heather M. Clark	UMF	Gift	College of Liberal Arts
McNeely Foundation	UMF	Gift	College of Education and Human Development
Meghann A. Harker	UMF	Gift	College of Veterinary Medicine
Novartis Animal Health US Incorporated	UMF	Gift	College of Veterinary Medicine
OMeGA Medical Grants Association	MMF	Gift	Orthopaedic Surgery
OPIN Systems	UMF	Gift	College of Veterinary Medicine
Pauline M. Bouchard	UMF	Gift	College of Liberal Arts
Pfizer Incorporated	UMF	Gift	College of Veterinary Medicine
Thomas M. Schlehuber	MMF	Gift	Schulze Diabetes Institute
Uni-Systems LLC	UMF	Gift	College of Science and Engineering
Walter W. Faster	MMF	Gift	Schulze Diabetes Institute
Warren D. and Nancy S. MacKenzie	UMF	Gift	Weisman Art Museum
Winthrop and Weinstine PA	UMF	Gift	Law School
Woessner Freeman Family Foundation- American Endowment Fund	UMF	Gift	College of Education and Human Development



UNIVERSITY OF MINNESOTA BOARD OF REGENTS

Board of Regents

October 14, 2011

Agenda Item: 2012 State Capital Budget Request

review review/action action discussion

Presenters: President Eric W. Kaler
Vice President/CFO Richard Pfitzenreuter
Vice President Kathleen O'Brien

Purpose:

policy background/context oversight strategic positioning

Board of Regents Policy: *Board Operations and Agenda Guidelines* requires the Board to approve the University's legislative capital request before it is submitted for consideration by the Governor and the Legislature.

Outline of Key Points/Policy Issues:

The 2012 capital request is built around the University's previously expressed priorities. The 2012 request includes funding for the projects vetoed at the end of the 2010 legislative session that were not funded in the 2011 Special Session. The request also includes HEAPR as well as three new projects.

The 2012 capital request continues to conform to the principles used in the development of the most recent six-year capital plan.

- Align capital plan with the established academic strategic positioning goals:
 - Recruit and educate outstanding students,
 - Recruit and support innovative, energetic world-class faculty and staff,
 - Inspire innovation, exploration, and discovery.
- Maintain continuity of priorities from previous legislative requests, including the restoration of funding for vetoed projects included in the University's long-term capital plan.
- Protect the University's financial position by keeping capital expenditures within projected debt capacity limits and controlling operating costs.
 - Be responsible stewards of resources.
- Invest in facilities and infrastructure that:
 - Advance the University's life safety, renewal, and preservation objectives and sustainability policies,
 - Create flexible space, promote collaborative interdisciplinary activities, optimize space utilization, and reduce operational costs.

The 2012 capital request is built upon a combination of funds appropriated by the State of Minnesota (\$169.41 million) and resources committed by the University of Minnesota (\$39.705 million). The total cost of the capital plan is \$209.115 million.

The administration will outline individual project costs, highlight required University contributions to each project, and identify the scope of debt financing to meet the required share of each capital project.

Background Information:

In September 2011, the Board of Regents reviewed and approved capital budget amendments for the three projects funded by the legislature in the 2011 Special Session. These three projects include the Physics and Nanotechnology project included in the preliminary 2012 Capital Request presented at the July 2011 meeting.

In February 2011, the Board of Regents approved a Supplemental 2011 State Capital Request including the Physics & Nanotechnology project, American Indian Learning Resource Center, Itasca Facility Improvements, and HEAPR. The 2012 State Capital Request continues the priorities outlined in the previous request

In December 2009, the Board of Regents last updated the University's Six-Year Capital Improvements Plan for 2010 - 2015. The Preliminary 2012 State Capital Request has been modified from the adopted six-year plan to reflect current priorities.

President's Recommendation for Action:

The President recommends approval of the 2012 State Capital Budget request.



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

2012 STATE CAPITAL REQUEST

WHEREAS, the Board of Regents has directed the administration to annually submit a capital improvement budget and a 6-year capital improvement plan in support of the University's strategic priorities; and

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Regents approves the University's 2012 State Capital Request to the Minnesota Legislature in the amount of \$209,115,000 consisting of \$169,410,000 from the State of Minnesota and \$39,705,000 from the University of Minnesota.

2012 Capital Request

Request Summary (Prioritized):

Location	Project	Total	State	U of MN
SYSTEM	HEAPR	\$ 90,000	\$ 90,000	\$ -
UMTC	Old Main Utility Building Renovation	\$ 81,000	\$ 54,000	\$ 27,000
STATE	Itasca Facilities Improvements	\$ 6,090	\$ 4,060	\$ 2,030
UMTC	Eddy Hall & Space Optimization	\$ 21,000	\$ 14,000	\$ 7,000
UMD	American Indian Learning Resource Center	\$ 11,025	\$ 7,350	\$ 3,675
Total:		\$ 209,115	\$ 169,410	\$ 39,705

dollars in thousands

Project Summaries:

1. *Higher Education Asset Preservation and Replacement (HEAPR)* - This request is for funds used system-wide to maximize and extend the life of the University's existing physical plant. Individual projects will fall into one of four broad categories - Health & Safety, Building Systems, Energy Efficiency and Utility Infrastructure. The system-wide HEAPR advisory committee makes recommendations on individual projects to the Vice President for University Services using data from the Facility Condition Assessment and Building Code Deficiency Report. HEAPR funds do not require a 1/3rd University funding match.
2. *UMTC: Old Main Utility Building Renovation* - This request is for funds to renovate the Old Main Steam Plant facility, which is currently decommissioned, to be a multi-utility plant serving the Minneapolis campus. This phase will stabilize and update the building infrastructure and install 2 - 7KW natural gas fired combustion turbines installed as a Combined Heat and Power system as well as the necessary systems to also support future installation of an additional 250,000 lb. natural gas boiler and a district chilled water plant to serve the East Bank of Minneapolis. The benefits to the campus include: meeting peak steam capacity requirements; significantly increasing steam production reliability by providing a second site which is both closer to campus and far above the Mississippi River; creating an alternative internal source for electricity that does not rely on Xcel Energy; establishing a quality facility for the additional utility services; and significantly reducing the campus's carbon footprint.
3. *ROCs: Itasca* –This request is for funds to construct a new technology-rich biological lab/classroom facility to replace obsolete laboratories that can no longer support current research and teaching activities. The Itasca Biological Station is dedicated to studying ecosystems, appreciating their value, and preserving them for future generations. Located in Itasca State Park, the University of Minnesota has conducted instruction, research, and outreach activities at the Itasca Station since 1909. To reflect the values of the Biological Station, the design of the facilities will incorporate strategies to minimize energy usage. The project budget has been adjusted for inflation using Minnesota Management and Budget guidelines.

4. *UMTC: Eddy Hall and Space Optimization* – This request is for funds to consolidate multiple units into less space, allowing 2 campus buildings to be decommissioned. The project will completely rehabilitate Eddy Hall for the undergraduate admissions program. Eddy Hall is the oldest building on the Twin Cities. Units will move from the Donhowe Building to the West Bank Office Building and from both Fraser Hall and Williamson Hall into the Donhowe Building. Fraser and Williamson will be decommissioned. The project will reduce the University’s overall space inventory, facility operating costs, and 10-year FCA deferred renewal estimate.

5. *UMD: American Indian Learning Resource Center (AILRC)* – This request is for funds to construct an American Indian Learning Resource Center at the University of Minnesota, Duluth. Seventeen programs, scattered throughout campus, will be co-located in this new facility. American Indians comprise the largest minority population at UMD and UMD’s program is one of the largest American Indian programs in the country. The campus’s strong support system has resulted in graduation rates significantly higher than national norms. This new center will house academic and student service programs, classrooms, a computer lab, conference rooms, a great room for large gatherings, and support offices for both faculty and students. The project budget has been adjusted for inflation using Minnesota Management and Budget guidelines.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Board of Regents

October 14, 2011

Agenda Item: University Plan, Performance, & Accountability Report

review review/action action discussion

Presenters: President Eric W. Kaler
Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

- To act on acceptance of the *2011 University Plan, Performance, and Accountability Report* (Report);
- To inform the Board about the University's overall performance during the previous year relative to its competitors, past results, and strategic positioning goals as reported in the Report; and
- To provide the Board an opportunity to discuss the Report's major trends, findings, and implications for the University.

Outline of Key Points/Policy Issues:

- Does the report provide the Board of Regents with adequate and timely information to fulfill its accountability role?
- Does the report reflect the University's progress toward strategic goals?
- Does the report present what the University needs to do to maintain progress?

Background Information:

In 2000, the Board approved the creation of the *University Plan, Performance, and Accountability Report*. In its resolution, the Board noted that it "...holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability. The first report was published in 2001. In December 2005, the Educational Planning and Policy Committee took steps to ensure the report was aligned with the University's strategic positioning efforts. In May 2006, the Board revised the timetable for the production of the report to each September. The 2011 edition is the tenth edition produced for the Board of Regents and was reviewed at the September 9, 2011 Board meeting.

A copy of the *University Plan, Performance & Accountability Report* is available in the Board Office.

President's Recommendation for Action:

The President recommends acceptance of the *2011 University Plan, Performance, and Accountability Report*.



REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

**UNIVERSITY PLAN, PERFORMANCE,
AND ACCOUNTABILITY REPORT**

WHEREAS, the president of the University and the Board of Regents (Board) are entrusted with the responsibility in their oversight of the University to be good stewards of the public interest, resources, and facilities; and

WHEREAS, it is the responsibility of the Board, in cooperation with the president, to articulate the directions and priorities of the institution; identify and analyze the critical issues and challenges confronting the University; assess its operations; and evaluate the performance and success of its colleges and campuses; and

WHEREAS, it was resolved that the *University Plan, Performance, and Accountability Report* (Report) shall include the priorities of the institution; statistical profiles of the University at the campus level; selected statistics related to system trends; University-wide strategies to achieve goals; summaries of accomplishments and investments; progress in institutional performance measures; and summaries of special institutional studies and reports; and

WHEREAS, on the recommendation of the senior vice president for academic affairs and provost, the president of the University requests the Board accept the 2011 Report; and

NOW, THEREFORE, BE IT RESOLVED that the Board accepts the 2011 Report as submitted by the administration.



UNIVERSITY OF MINNESOTA BOARD OF REGENTS

Board of Regents

October 14, 2011

Agenda Item: Overview: Scope, Size, and Mission: The Report of the Enrollment Management Committee

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Kathryn VandenBosch, Professor, Plant Biology (Co-chair of Graduate Subcommittee of the Enrollment Management Committee)

Purpose:

policy background/context oversight strategic positioning

Present an overview of the results of work done over the past year by the Enrollment Management Committee, which was charged with reviewing all aspects of the University of Minnesota Twin Cities campus enrollments and developing a long-term strategic enrollment plan.

Outline of Key Points/Policy Issues:

As part of strategic planning for the University of Minnesota, enrollment management is essential. Short-term and long-term enrollment management affects budgets, curriculum, faculty/student ratios, access to the University, and space and facilities. Enrollment management for the Twin Cities campus involves determining the appropriate overall size of the student body; the appropriate balance among undergraduate, graduate, and professional students; the appropriate balance of new freshmen and transfer students; and the balance of part-time and full-time students. Other key questions include the particular enrollment niche of the Twin Cities campus, given its role as the state's primary research institution, and its unique comparative advantages.

In response to these and other questions, the committee studied historical and current enrollment trends for the University, as well as data for peer institutions. The committee developed a set of general enrollment management principles for all levels of students, and additional specific principles for each of the categories of undergraduate, professional, and graduate students.

The committee and its subcommittee on undergraduate enrollment management focused on four issues for undergraduate enrollment management: size and composition of the student body, retention and graduation, programs for special populations, and student support services. The report outlines fourteen recommendations for undergraduate enrollment management.

For graduate education, the committee and its subcommittee on graduate enrollment management focused primarily on developing a framework for assessing the quality and impact of individual graduate programs, in anticipation of the need to make choices about program enrollments. The report outlines quality-centric recommendations for graduate enrollment management.

The Executive Summary, Introduction, Principles, and Recommendations of the committee are attached. The full report, including appendices, is available at <http://www.academic.umn.edu/provost/reports/index.html>

Background Information:

The Educational Planning and Policy Committee will engage in a more comprehensive discussion of the Enrollment Management Committee's report at its October 13, 2011 meeting. Additionally, the Educational Planning and Policy Committee received an interim progress report at its December 2010 meeting.

**University of Minnesota Board of Regents
October 14, 2011**

**Scope, Size, and Mission:
The Report of the Enrollment Management Committee**

For easy reference, key portions of the report follow this page:

Executive Summary
Committee Background and Charge
Enrollment Management Principles
Enrollment Management Recommendations
List of Committee Members

The full report and appendices are posted at
<http://www.academic.umn.edu/provost/reports/index.html>

Executive Summary

The University of Minnesota has made remarkable progress in improving all aspects of the undergraduate experience over the past decade. Part of this success has been the result of significant organizational changes, and the bringing together of the myriad central-level undergraduate units (including admissions, financial aid, classroom management, student One-stop, liberal education, university writing) under one Office of Undergraduate Education. This change has enabled the various areas to work together much more effectively. In addition, the remarkable work of the colleges in improving all aspects of student support (academic advising, curriculum redesign, and career counseling) has made an enormous difference. Strong support from the Office of Student Affairs in promoting student engagement and improving the overall student experience has supported student success and reinforced the importance of first-year retention and timely graduation.

These coordinated efforts have resulted in rapid improvements in retention rates (in particular our first-year retention is now at 90%) and graduation rates (our four-year rate is now over 50%). The Office of Admissions, in cooperation with the colleges, has focused on matriculating students who are prepared to succeed at the University and to graduate in four years. Our new freshmen are now in the top of their class, with an average high school rank of over 85% and an average ACT of 27.4. An additional factor has been the attention to undergraduate financial aid. Both the rapid growth in private scholarship giving and the creation of the Promise Scholarship program for low-income and middle-income students under President Bruininks have increased the financial aid base and helped to ensure access for Minnesota students from all income levels.

Moving forward will require continued innovation by all the units involved with undergraduate education. The committee has not recommended a significant increase in overall undergraduate enrollments, but rather a targeted increase in the STEM fields where the demand has been steady and significant. In particular, the committee makes specific recommendations on new enrollment targets for CSE and CBS. The committee believes that better coordination around transfer students between central and the colleges is needed, and that a ratio of 2:1 freshman to transfers is desirable. As part of a comprehensive enrollment management plan, the University must redouble its efforts to improve retention and graduation rates at all levels (including for transfer students) and to continue to flatten the achievement gap between white students and students of color. Finally, the University must continue to improve the overall experience for our undergraduates with better advising resources, enhanced housing opportunities, and increased co-curricular options for undergraduate research, service learning, study abroad, leadership, and student life in general.

At the graduate level the report is centrally focused on identifying, sustaining and creating additional graduate programs of scholarly distinction. We believe that resource and other constraints will not allow the University of Minnesota to continue to offer such a wide variety of graduate programs to such large numbers of graduate students without suffering an across-the-board decline in quality. This would put at risk the signature high quality programs that we now have, and would make it nearly impossible to move our better programs into the ranks of the outstanding programs. To these ends, we have:

- Argued for the use of “multiple metrics,” including measures of program inputs, program operation, and program outputs in order to identify the highest quality programs and to pinpoint areas that need improvement in other programs.
- Assessed a large pool of potential metrics that can be used to accurately identify and assess the quality of existing graduate programs.
- Used the NRC and additional U of M data to provide a “proof of concept” analysis, showing that such metrics can be used successfully to assess across the board the quality of our graduate programs.
- Proposed the creation of an all-University Graduate School committee made up of distinguished scholars and others who would assess the scholarly quality of each graduate program and assign it to four potential categories: **outstanding, strong, good and needs reassessment.**
- Proposed that programs designated as outstanding in their scholarship and graduate training be given supplemental funding and maximum flexibility.
- Proposed that desirable goals other than pure scholarly excellence be added to the “excellence” measures in making funding and sizing decisions at the collegiate level.

Enhancing quality is not merely a function of financial investment. While there are examples of additional resources leading directly to improved quality and enhanced reputation, there are also plenty of examples of investments that did not have the desired effects. One very important factor that needs to be considered is what we have identified as “internalized behavior patterns” that reflect “cultures of excellence.” Among the subset of programs deemed to be in the “strong” category and that are potential candidates for investment, those that have a culture of cooperation and excellence, coupled with high quality academic leadership focused on quality, are the most likely to succeed. This means that they have already demonstrated that they will use their resources to maximize quality of scholarship and graduate education rather than some other set of values, that they can work together to achieve these goals, and that their investments have begun to have the intended effect. It also means that there is a widely shared ethos among program faculty that emphasizes scholarship. Even programs with strong leaders will fail unless there are also very high performing faculty scholars in the group. In short, at least four things are necessary for the kinds of improvements we are touting: additional resources; cooperation around the common goal of academic excellence; very strong academic program leadership; very strong across-the-board faculty research ethos and performance. To identify programs for additional investment, we recommend that the Graduate School conduct a study of the practices that led particular programs to be classified as outstanding.

Committee Background and Charge

In the summer of 2010, Provost Sullivan asked Robert McMaster, Vice Provost and Dean of Undergraduate Education, and Henning Schroeder, Vice Provost and Dean of Graduate Education, to co-chair a committee to take a comprehensive look at Twin Cities campus enrollments and develop proposals for comprehensively managing enrollments in the long term. (A copy of the committee charge letter is included as Appendix F.) The original charge stated

It is clear that as we move forward with our continued strategic planning efforts involving both the academic and administrative side of the University a careful plan for enrollment management is essential. The short- and long-term enrollment management will affect our budgets and fiscal health, the curriculum we deliver, faculty/student ratios, and access to the University.

The committee divided into undergraduate and graduate/professional subcommittees. The undergraduate subcommittee focused on four issues: the size and composition of the student body, retention and graduation, programs for special populations, and student support services, including housing.

The graduate committee focused primarily on developing a framework for assessing the quality and impact of individual graduate programs, in anticipation of the need to make difficult choices about program enrollments in the near future.

By nearly any measure, the University of Minnesota-Twin Cities is an outstanding university, providing over 30,000 undergraduates and 20,000 graduate and professional students with a world-class learning environment. Our university is one of the most comprehensive in the world, offering bachelor's, master's, Ph.D., and professional degrees in a wide range of areas—astrophysics, child psychology, forest resources, microbiology, and public health—to name just a few. We offer thousands of classes taught by award-winning faculty who are at the very cutting-edge of their discipline and are also excellent teachers and mentors.

As a world-class university, we are dedicated to teaching and scholarly research. This mission is demonstrated not only in our rankings, our faculty research publications, and our students' research and scholarship accomplishments but, most importantly, in the commitment we make to student learning. Our academic quality is evident to students in a range of learning experiences, whether working with a faculty member on a capstone senior project, conducting research in a laboratory side-by-side with a professor, connecting with a successful university alumnus in a mentoring relationship (the University has over 450,000 alumni), or interacting with faculty and other students in a freshman seminar or advanced graduate seminar.

The University of Minnesota student experience is distinctive due to its unique position in the world of public higher education:

- The University is the state's only **research (R1) university** and one of the very best research universities in the nation. It is one of the few research campuses nationally that has both an academic health center with a major medical school and agricultural programs with an extension service.

- We are the public **land grant** university for the State of Minnesota.
- We reside in the **state capital**, which provides many opportunities for internships and research opportunities with state agencies such as the Department of Natural Resources, Department of Transportation, and Department of Public Health.
- We reside in a thriving **metropolitan area**, with a stable economy, remarkable natural beauty, and a vibrant social and cultural environment. The Twin Cities is often ranked at the very top in terms of quality of life with a thriving business community, including the headquarters of 21 Fortune 500 corporations.

The Research University

Faculty and staff are often asked this question by prospective students, “What are the advantages of studying at a research university?” The answer is straightforward. Our faculty members are the creators of knowledge, and their teaching draws upon their latest research and creative activity. Our faculty write award-winning academic articles and books, develop and execute profound scientific experiments, dazzle the world with new engineering marvels, and create original works of art. At the same time, our faculty are achieving national and international recognition for their high quality teaching and mentoring of our outstanding graduate and undergraduate students. From such faculty a student can acquire not only understanding of the content of a discipline and the field's leading edge, but also the excitement of actively pushing the frontiers of knowledge.

Each year, over 600 undergraduate students work one-on-one with a faculty member on research projects, through our Undergraduate Research Opportunities Program (UROP). Such experiences build our students’ writing, analytical, and organizational skills. We are the research university in the state, and education and research are inexorably linked on our campus. Excellence in research is required for outstanding graduate education, and excellent graduate students are necessary for faculty to maintain a first-rate research agenda.

The Land Grant Mission

As a land grant institution, we have a mission to serve the State of Minnesota and to apply our knowledge to societal problems. As such, we greatly value our students’ opportunities for service learning, internships, and other learning experiences with public agencies, private companies, arts organizations, and other non-profit organizations. We have a remarkable number of these opportunities given our Twin Cities location, with multiple government agencies and many major companies that hire U of M students as interns or permanent employees after graduation.

The Twin Cities Metropolitan Area and State Capital

The Twin Cities Metropolitan Region is a cultural, educational, and economic center in the upper Midwest. Noted for its diverse and thriving economic community with a strong business environment, the Twin Cities also is known as a nationally-renowned cultural center with many types of theatres (the university maintains a joint BFA program with the Guthrie Theatre), a

range of museums, two major orchestras and a vibrant music scene, and a physical environment noted for its many parks, lakes, bicycle paths, rivers and all-season set of activities. Given this rich environment, the Twin Cities is a very special place to study and live, whether you are a freshman studying art history, a Ph.D. student in chemical engineering, a business professional pursuing an MBA, or a medical student.

Enrollment at the University of Minnesota

The University of Minnesota, one of the largest U.S. universities in terms of total numbers of students, has seen steady growth over the past ten years. Since 2000, our undergraduate enrollment has grown from 26,972 to 30,519 (including both freshman and transfer students); graduate enrollment has grown from 10,051 to 13,946; and professional education has grown from 2,626 to 3,638. From 2009 to 2010, graduate enrollments actually declined by 200 students and professional student enrollments by 9 students. Throughout this period, there has been no unified, university-wide enrollment management plan to guide and integrate decision-making within and across all three areas.

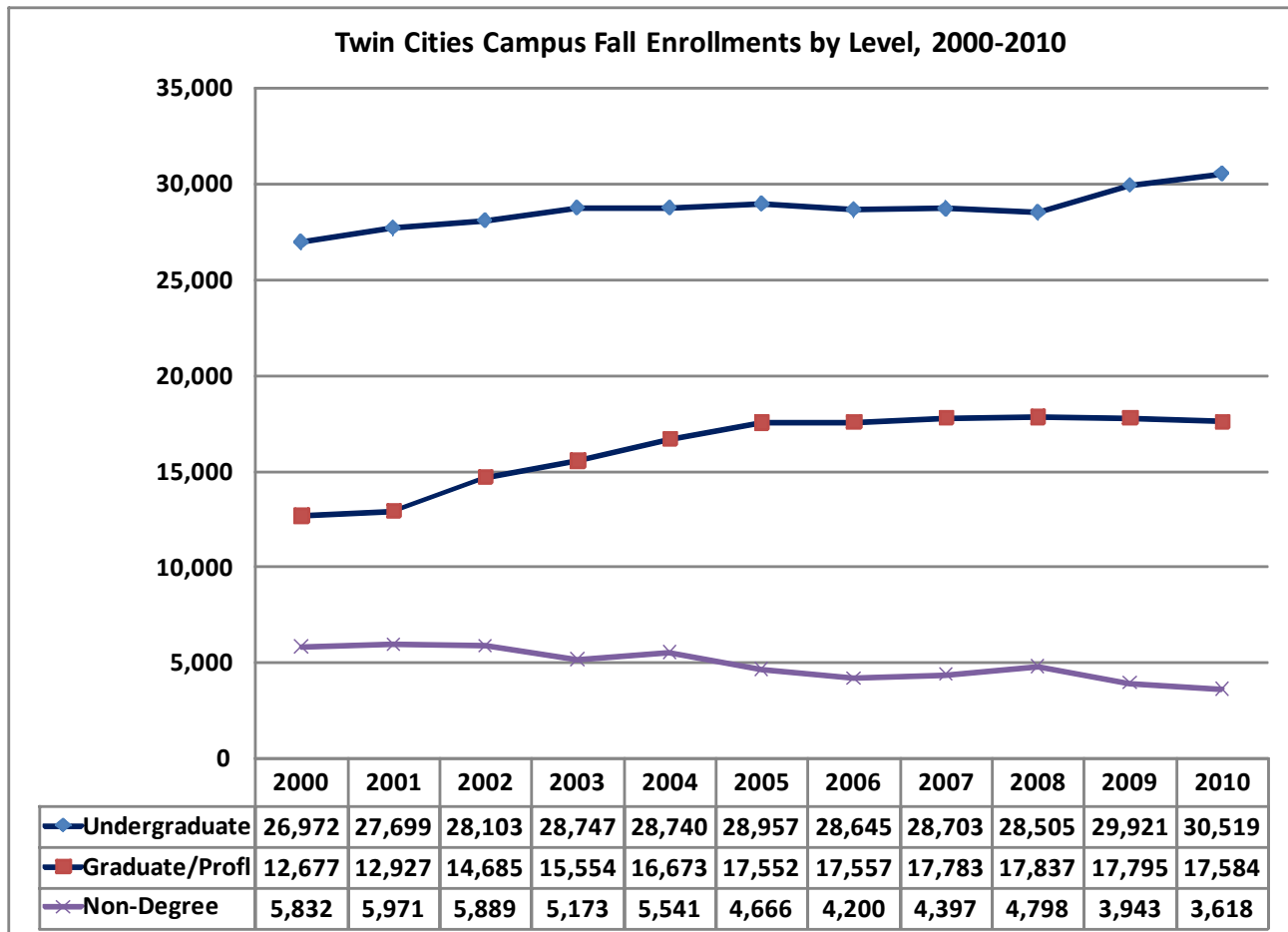


Figure 1. UMTC fall enrollment trends, 2000 to 2010

It is clear that as we move forward with our continued strategic planning efforts involving both the academic and administrative side of the university, a careful plan for enrollment management is essential. The short- and long-term enrollment management will affect our budgets and fiscal health, the curriculum we deliver, faculty/student ratios, and access to the university. We must determine answers to these questions: What is the appropriate balance among undergraduate, graduate, and professional students? What are our particular enrollment niches given our role as the state's primary research institution? What is our comparative advantage?

Enrollment Management Principles

The committee framed its work by developing a set of general principles that apply to all levels of students—undergraduate, graduate, and professional, and then developed specific principles that also apply to each of the three groups individually.

The committee discussed the definitions of undergraduate, graduate and professional as part of its work. In the official registration statistics for the University, these categories are defined as follows:

Undergraduate: Students pursuing programs leading to associate or bachelor degrees.

Graduate: Students pursuing a graduate level degree or certificate (masters, doctoral, or post-bachelor's certificate).

Professional: Students seeking a post-bachelor degree or certificate in the Duluth School of Medicine and the Twin Cities Medical School, Law School, School of Dentistry, and Colleges of Pharmacy and Veterinary Medicine.

For purposes of this document, the committee used those definitions, and also considered as "professional" a number of masters degree programs that emphasize specific vocational preparation, even though they are outside of the "professional colleges" listed above. Some examples include the Master of Business Administration, Master in Dental Therapy, Master of Social Work, and Master of Geographic Information Science.

General Principles for All Levels of Students

1. Maintain affordability. The university must remain affordable to a broad cross-section of students from Minnesota, from across the United States, and from all parts of the world.
2. Admit for success. The university should admit to colleges and programs those students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner. To do so, Admissions should conduct a holistic review of student records, using primary and secondary factors.

3. Provide a high-quality education and student experience. The university needs to adjust enrollments to its fiscal, intellectual, and physical resource capacity. Enrollments should be adjusted according to our ability to provide a very high quality education to our students.
4. Support student success. The university should direct resources to help ensure that students who are admitted to its colleges and programs are adequately supported to be able to complete the programs and graduate in a timely way.
5. Incorporate ethnic, social, economic, and geographic diversity. As a land grant university, the university is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. The educational experience of all students is enhanced when they can interact with students from a variety of other states and countries. The university serves as a magnet for bringing talent into the state.
6. Emphasize signature strengths. The university needs to give highest priority to its strongest and most distinctive programs while at the same time striking a balance between existing and emergent disciplines. It needs to continually nurture new and promising programs.
7. Maintain adequate tuition revenues. The university should adjust enrollments, programs, and tuition to maintain revenue to adequately support student needs, academic priorities, and high program quality.
8. Give highest priority to degree-seeking students. While the university serves many different types of students, those pursuing undergraduate, graduate, and professional degrees are our highest priority. Enrollment of other students needs to be managed as an important, but secondary, priority.
9. Consider state, national, and global workforce needs. University enrollment planning must be attentive to the workforce needs of the future for the state, the nation, and the world.

Undergraduate Principles (in addition to 1 – 9)

10. Maintain opportunities for transfer students. Educating transfer students is an important and integral part of the university's mission. The university should enroll a balance of new high school students and transfer students who can benefit from completing a degree program at the University of Minnesota.
11. Partner with other state systems but retain our unique mission. The university should partner with other higher education systems to advance the state's common agenda, but maintain its distinctive mission within the state to provide its students with the opportunities and benefits of attending a world-class research institution.

Graduate Principles (in addition to 1 – 9)

12. Maintain strong support for our nationally-recognized graduate programs. This support should be both fiscal and academic.

13. Support graduate students adequately from initial enrollment through timely graduation. The university should admit only those graduate students for whom it can provide competitive support to take full advantage of its educational and professional development opportunities. Departments and colleges should re-examine their enrollment numbers annually to determine the ideal number of students that can be admitted to a program based upon student quality, current infrastructure, financial support, and excellence in reputation.

14. Maintain sufficient numbers of graduate students to support teaching and research within individual colleges and programs. Experience as a teaching or research assistant within the student's field of study is an important part of professional development for many graduate students. Graduate student participation as teaching and research assistants is essential to the advancement of the university's mission and fostering a collegial environment between students and faculty. The numbers of graduate students should be sufficient to support the university's teaching and research missions and the maintenance of excellence.

15. Provide doctoral students with sufficient stipends and benefits. The university should ensure that doctoral students have sufficient support to complete their studies as full-time students. Graduate student stipends should be on par with peer institutions and re-evaluated annually to ensure graduate students are not economically disadvantaged.

Professional School Principles (in addition to 1 - 9)

16. Maintain strong support for our nationally-recognized professional programs. This support should be both fiscal and academic.

17. Create new professional programs to meet workforce needs. The university needs to be aware of the needs of the state and national workforce for high level post-graduate professional preparation.

18. Ensure that new professional programs are consonant with existing academic programs and faculty. New professional programs should not detract or take necessary resources from existing, high-performing programs.

19. Require that new professional programs have business plans (tuition and other support) that will make them self-sustaining. New programs have to make their own way.

20. Ensure that professional education focuses on areas where the university can be a leader in the field. Both new and existing programs should be in areas where the university can provide an outstanding education.

21. Require that new professional programs have some tenure and tenure-track faculty (not all be taught by contract faculty or P&As). There needs to be an academic/research component in each professional program.

Enrollment Management Recommendations

Undergraduate Recommendations

1. Moderately increase undergraduate enrollments to 32,000 to 33,000.
2. Increase the number of students in the STEM (science, technology, engineering, and math) fields.
3. Maintain a 2 to 1 ratio of new freshmen to transfer students.
4. Continue to increase the numbers of students of color enrolled.
5. Maintain the proportion of new freshman undergraduate students from Minnesota at 60 to 65%, and increase the proportion from outside MN and the reciprocity states to 15 to 20%.
6. Continue to improve the academic profile of incoming students.
7. Meet the current University goals for retention and graduation of freshmen and set goals for transfer students.
8. Narrow the gap between the graduation rate of students of color and white students and increase the number of student of color graduates.
9. Create a stronger linkage between the Office of Undergraduate Education and the PSEO program.
10. Maintain the University Honors Program at 550-600 students per year, 2,400 total.
11. Expand opportunities for "fast track" entry into professional programs.
12. Restructure and expand the Access to Success (ATS) program.
13. Create additional on-campus housing for undergraduates.
14. Appoint a transfer student coordinator and establish a transfer assistance center.

Graduate Recommendations

1. Set goals for graduate student outcomes and track progress for all graduate programs.
2. Maintain the role of the graduate school in providing incentives for program improvement and in monitoring and promoting quality.

3. Provide programs with regular and systematic information concerning program performance that leads to high quality graduate programs.
4. Establish an internal review process for Ph.D. programs that guides fiscal investment and enrollment targets.
5. Provide financial augmentation and flexibility to Ph.D. programs deemed to be “Outstanding.”
6. Take action on programs deemed to “Need Reassessment.”
7. Evaluate impacts of graduate enrollment changes on academic units as part of the compact process.
8. Develop processes for evaluating professional masters and professional doctoral programs.
9. Develop processes for evaluating post-baccalaureate certificate programs.

Committee Members

Co-Chairs

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Henning Schroeder, Vice Provost and Dean of Graduate Education

Committee Members

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Marvin Marshak, Professor, Physics and Astronomy
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