

Senate Committee on Finance and Planning (SCFP)
November 7, 2017
Minutes of the Meeting

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represent the view of, nor are they binding on the senate, the administration, or the Board of Regents.]

[In these minutes: Driven Campaign; Active Threat Presentation; Financial Implications of LE Curriculum Requirements]

PRESENT: Daniel Feeney (chair), Lisa Babbs, Michael Berthelsen, Harrison Frisk, Frank Gigler, Robert Goldstein, Michael Korth, Jill Merriam, Fred Morrison, Tracy Peters, Scott Petty, Carl Rosen, Karen Seashore

REGRETS: Jennifer Gunn, Lincoln Kallsen, Dan Lockren, Paul Olin, Erik van Kujik

ABSENT: Catherine Fitch, Brian Burnett, Laura Kalambokidis, Julie Tonneson, Michael Volna, Karen Ho, Erin Deal, Tolulope Odeunmi

GUESTS: Matt Kramer, vice president, University and Government Relations; Kathy Schmidkofer, CEO and president, University of Minnesota Foundation; Matt Quast, police officer, Investigations Division, Department of Police; Robert McMaster, vice provost and dean, Undergraduate Education

Chair Dan Feeney welcomed the committee and the members introduced themselves.

1. Driven Campaign

Matt Kramer, vice president, University and Government Relations and Kathy Schmidkofer, CEO and president, University of Minnesota Foundation, presented information on the Driven Campaign. Members asked clarifying questions throughout the presentation. Kramer and Schmidkofer used a PowerPoint to aid in presenting the following information:

- Kramer distributed a pamphlet and emphasized that the campaign is statewide and is equally important for all of the campuses.
- Each campus and some colleges launch individual campaigns to personalize the efforts.
- Schmidkofer explained that the role of private support does not supplant state funding; both sources of funding are essential.
- A chart displayed that philanthropy has been growing over time.
- The goal of the Driven campaign is to raise \$4 billion over ten years. After six years, \$2.6 billion has been raised.
- Private research grants and private philanthropy are counted as contributions toward the campaign.
- The funding will be used to impact the following areas:
 - Students - \$1 billion

- Faculty and Research - \$2 billion
- University Initiatives and Outreach - \$1 billion
- The progress towards these goals per area is as follows:
 - Students - 60% to goal
 - Faculty and Research - 61% to goal
 - University Initiatives and Outreach - 76% to goal
- University Campaign Priorities
 - Drive a Minnesota Plan for Innovation - Connecting the University to industry and driving improvements.
 - Protect and Sustain Agriculture, Food, and Water - The University is uniquely situated to address environmental challenges due to the broad range of geographical characteristics represented by each campus.
 - Accelerate Advances in Health - The University can leverage their past achievements to continue to impact the future.
 - Provide A Place of Opportunity for Everyone - Addressing the achievement gap, equity, and social justice.
 - Elevate A World-Class Student Experience - The programmatic challenges of developing future leaders.
- Campaign Achievement Since July 2011
 - \$2.6 billion raised; 8 gifts of \$25 million or more
 - 700 new undergraduate scholarships, 272 new fellowships, and 126 new professional school scholarships
 - 197,000 donors, 80,000(+) new to the University
- Campaign Accounting Principles
 - Use of best practices allows Minnesota to compare to peer campaigns, including:
 - Documented by not yet realized estate gifts, the percent of these gifts that are not realized is extremely low
 - 99% of all private support to the University is restricted
- Endowment Gifts
 - Gifts made with intention of leaving a permanent legacy
 - Principle is invested to earn returns that can be used as the donor intended
 - Endowed funds have a 1% administrative fee, this accounts for over half of the Foundation's operating budget.
 - All investment returns in excess of 5.5% are returned to the fund to grow the principle.
 - A donor can give current or in demand gifts, or they can contribute to the endowment, which can be considered an everlasting gift. Schmidkofer explained that the larger the endowment grows, the more that can be spent annually.
- Campaign Challenges
 - Large goal may suggest the University is not in need of public support.
 - Lack of understanding about philanthropy - For example, the general public is not aware that most gifts are restricted in how they are used based on the wishes of the donor.
 - Current environment of distrust (higher education, media, policy leaders).

The presentation concluded and Chair Feeney thanked Kramer and Schmidkofer for meeting with the committee.

2. Active Threat Presentation

Matt Quast, police officer, Investigations Division, Department of Police, presented information on the Active Threat Response Plan. He explained that this presentation is meant to provide awareness, it is not a training. He used a PowerPoint titled “Active Threat Response Plan” and highlighted the following information:

- If you are in an active threat situation, you need to make a decision and do something.
- It is difficult to be proactive to address individuals that decide to carry out these attacks.
- U of M Security Measures
 - Strong law enforcement presence and response capability
 - Broad camera surveillance system
 - Solid facilities, places of refuge
 - SAFE-U Alerts - The U’s mass notification text messaging system. More information can be found here: <https://safe-u.umn.edu/safe-u-text-notifications>
- A video titled “Run-Hide-Fight” was played for the committee located here: www.readyhouston.tx.gov
- Recommended actions were then discussed, such as barricading the door, or hiding.
- Law enforcement response is initially focused on neutralizing the threat, not treating the injured.
- A member asked what was learned from the armed robbery that took place on campus, which was mistakenly communicated as an active shooter. Quast explained that the initial response and instructions to shelter in place were appropriate. However, he added, the communication that this was an active shooter was an opportunity for improvement and the UMPD has made changes as a result.

Quast closed the presentation by encouraging members to become aware of their departmental surroundings and think through their possible responses. More information around the University’s resources for active threat responses can be found here: <https://safe-u.umn.edu/>. Quast let members know that their departments can arrange for a training and an assessment to be done specific to their location.

3. Financial Implications of Liberal Education (LE) Curriculum Requirements

Robert McMaster, vice provost and dean, Undergraduate Education, attended the meeting to discuss the liberal education curriculum requirements and undergraduate enrollment.

McMaster shared two handouts to accompany the discussion and began with the spreadsheet titled “Percent of Course Enrollments in 0xxx to 5xxx Level Twin Cities Enrollment Sections within Liberal Education Categories”:

- Raw enrollments are strongly related to student credit hours, which correlate to enrollment.

- The sheet provided three years of enrollment data, each column represented a college, for each of the elements of the liberal education Diversified Core and Diversified Themes. One example of the data: CLA has 7,511 enrollments in the Diversified Core- Arts and Humanities.
- McMaster said that the undergraduate courses provided by the professional schools are not represented in the data because there are so few that they would not have a significant impact on the data.
- McMaster explained that this data shows the effort that the colleges contribute to various parts of the LE curriculum. The data also shows that no college wholly owns the LE curriculum, while certain colleges naturally teach a majority of certain areas. For example, 95% of the Diversified Core - Physical Science courses are taught by the College of Science and Engineering.

McMaster then moved on to the spreadsheet titled “Percent of Instructional Tuition from 0xxx to 5xxx Level Twin Cities Enrollment Sections within Liberal Education Categories” and he pointed out the following:

- The colleges receive tuition for enrollment according to the 75/25 model: if a student is enrolled in the college, that college will receive 100% of the tuition, however if a student is enrolled in another college their college of enrollment will receive 25% of the tuition, while the college sponsoring the course will receive 75% of the tuition.
- There are a large number of Advanced Placement enrollments for students that enable students to waive LE courses, this is not captured in the presented data.

McMaster explained that the provost is currently assembling a committee to redesign the existing LE curriculum and discuss alternative models, which will eventually be voted on by the entire University Senate. He added that this could have impacts to the University budget that have not yet been discussed, as the current LE Curriculum has been in place since 1992. For this reason, the Budget Office will sit ex- officio on the committee. McMaster informed members that the University of Virginia migrated to a Core Curriculum, which consists of 5 or 6 courses that all students take. He noted, however, with 31,500 students he does not believe this is a viable option.

McMaster posed the following question for the committee to consider: Could the LE curriculum courses be removed from the budget model? The LE courses would have a different source of funding that is not based on enrollment. He said that departments are forced to consider LE courses as a way to generate revenue in the current system. He posed the following scenario: Each college could receive the percentage of LE revenue based on the number of students in their college. For example, if 45% of undergraduates are enrolled in CLA, CLA would receive 45% of the LE course revenue. He emphasized that it is important to remove revenue generation from the motivation of course design. The discussion was then opened up to the committee and members had the following comments and questions:

- McMaster responded to a question that the deans have been involved in the discussion and the overall consensus, among a majority of the stakeholders, is that the LE curriculum will need to be completely redesigned.

- One consequence to consider is that if a department has lower enrollments, it will therefore require lower numbers of faculty as well.
- There are collegiate constraints that will need to be considered, for example, the Engineering major requirements do not allow for much time to be allotted for LE courses.
- McMaster responded to a question by explaining that due to enrollment pressures, and declining enrollments in certain departments, LE courses are often created as a response to boost enrollment.

With no further business, Feeney adjourned the meeting.

Bobbie Erichsen
University Senate Office