

REGENT CANDIDATE ADVISORY COUNCIL

RECRUITMENT SCHEDULE 2002-2003 *As adopted at the RCAC meeting on October 19, 2001*

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| Monday, December 2, 2002 | Application deadline |
| Friday, January 10, 2003 | Council meeting to review candidate applications |
| Week of January 27-31, 2003* | Candidate interviews and final selection |
| Friday, January 31, 2003* | Council voting for final candidates to recommend to legislature |

* The council will use as many days during this period as necessary to accommodate the number of candidates to be interviewed. Final voting will happen on the last day of interviews, which may be earlier than January 31, 2003.

UNIVERSITY OF MINNESOTA

Board of Regents Responsibilities

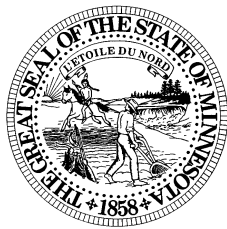
1. Clarify the mission of the University and approve programs necessary to achieve it.
2. Appoint, monitor, advise, motivate, support, evaluate and, if necessary or advisable, replace the President.
3. Approve major policies, long-range plans, educational programs, and annual budgets, while clearly delegating administrative responsibilities.
4. Accept fiduciary responsibility for the long-term welfare of the University.
5. Ensure adequate resources—human, financial, physical—and effective management of those resources.
6. Preserve institutional autonomy, recognizing that the preservation of autonomy requires accountability.
7. Ensure collaboration with other educational systems and with other institutions related to the University's mission.
8. Serve as a court of appeals when appropriate.
9. Enhance the public image of the University.
10. Monitor and evaluate the performance of the institution in achieving its goals and mission.
11. Regularly evaluate the Board's performance and take steps to improve it.
12. Ensure that the University of Minnesota remains an equal opportunity institution.

Approved by the Board of Regents - February 10, 1989

UNIVERSITY OF MINNESOTA

Individual Regent Responsibilities

1. To seek to be fully informed about the University and its role in the state and in higher education and to be responsive to the changing environments that affect it.
2. To support the mission of the University.
3. To speak one's mind at Regents' meetings, but support policies and programs once established.
4. To understand that the Regents' role is policy making and not involvement in administration or the management process.
5. To strengthen and sustain the President while being an active, energetic, and probing Board member, exercising critical judgment on policy matters.
6. To communicate promptly to the President any significant concern or complaint and then let the President deal with it.
7. To defend the autonomy and the independence of the University.
8. To maintain an overriding loyalty to the entire University, rather than to any part of it or constituency within it.
9. To represent all the people of Minnesota and no particular interest, community, or constituency.
10. To help enhance the public image of the University and the role of the Board of Regents.
11. To recognize that authority rests only with the Board as a whole and not in its individual members.
12. To recognize that the President is the primary spokesperson for the University, and the Chair of the Board is the only other person authorized to speak for the Board.
13. To foster openness and trust among the Board of Regents, the administration, the faculty, the students, state government, and the public.
14. To maintain a decent respect for the opinions of one's colleagues and a proper restraint in criticism of colleagues and officers.
15. To recognize that no Board member shall make any request or demand for actions that violate the written policies, rules, and regulations of the Board or of the University.
16. To maintain the highest ethical standards and never to allow any personal conflict of interest to exist.



REGENT CANDIDATE ADVISORY COUNCIL

CRITERIA FOR UNIVERSITY REGENTS

Residency

Regent candidates must be Minnesota residents. Candidates for the seat identified by congressional district must be residents of the corresponding district as defined by statute.

Interest in higher education

Knowledge and understanding of the higher education system in Minnesota and particular understanding of the role of the University as a public research and land-grant institution are advantages in seeking appointment to the Board of Regents. Candidates should at least demonstrate an informed interest in higher education and general awareness of the threefold mission of the University in teaching, research and outreach/public service.

Civic and social commitment

A record of civic and social commitment, whether through volunteer service or by the nature of one's employment, can be a helpful indicator of the kind of experience and dedication relevant to distinguished service on the Board of Regents.

Board experience

Candidates are ordinarily expected to have prior experience on boards of directors or other governing bodies with responsibilities analogous to those of the Board of Regents. In the absence of such experience, candidates may offer other evidence of ability to participate responsibly in the governance of a large and complex public corporation.

Personal qualities

Candidates must be persons of a high moral and ethical integrity. Among many other qualities which might be cited, breadth of vision and ability to work constructively as a member of a diverse group in an atmosphere of collegiality and common concern are perhaps most important. Scarcely less important is the ability to function calmly and impartially in meetings open to the public and under public scrutiny.

Criteria for University Regents

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Conflicting interest

Candidates should recognize any activity that could be harmful or disruptive if appointed to the Board of Regents and should be willing to place the University before any self interest or constituency and act accordingly.

Candidates should recognize that holding or seeking major public elective office may be incompatible with appropriate service on the Board of Regents. Regent candidates should be prepared to discuss this possible conflict prior to selection, if it applies to them, and should be prepared to have to choose between regent tenure and other major elective public service if the question should arise during the term of regent service.

Feasibility

Candidates need to be not only willing but physically and financially able to devote a sizable amount of time and energy over a period of six years to a position for which there is no monetary compensation.

Student regent

Candidates for the student position on the Board of Regents must be enrolled in a degree program at the University at the time of election to the board. Candidates for the student position are judged by the same criteria as other candidates except that quality of participation in student activities is considered rather than experience on boards of directors or other governing bodies.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

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Academic

CODE OF CONDUCT

Adopted: July 12, 1996

Related Policies: (see end of policy)

CODE OF CONDUCT

SECTION I. PREAMBLE.

The University of Minnesota is committed to the highest standards of professional conduct, therefore all members of the University community are expected to adhere to the highest ethical standards of professional conduct and integrity. The values we hold among ourselves to be essential to responsible professional behavior include: honesty, trustworthiness, respect and fairness in dealing with other people, a sense of responsibility toward others and loyalty toward the ethical principles espoused by the institution. It is important that these values and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

SECTION II. DEFINITIONS.

Subd. 1. Members of the University Community. "Members of the University community" or "members" mean faculty and staff; any individual employed by the University, using University resources or facilities, or receiving funds administered by the University, and volunteers and representatives who may speak or act as agents for the University. Members do not include students taking courses, attending classes, or enrolled in an academic program unless they meet one of the former criteria.

SECTION III. RIGHTS AND RESPONSIBILITIES.

Subd. 1. Fairness. Members of the University community have the obligation to respect, and to be fair to other members, students and persons they supervise, and to foster their intellectual and professional growth. Members must not engage in, nor permit, harassment and illegal discrimination. Members must not abuse the authority they have been given and care must be taken to ensure that any personal relationships do not result in situations that might interfere with objective judgment.

Subd. 2. Professional Conduct. Work place and educational experiences must impart ethical standards of professional conduct through instruction and example. Members of the University community are expected to conscientiously fulfill their obligations toward students, advisees, colleagues and performing their duties as part of the University community. Members must support intellectual freedom.

Subd. 3. Compliance. Members of the University community are expected to understand and comply with laws and regulations related to their duties. Members are



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responsible for adherence to University policies and procedures and are expected to comply with State and Federal laws. Members involved in the maintenance of private personnel and student data have the obligation to comply with the Minnesota Government Data Practices Act. The University has the obligation to provide the opportunities necessary to assure awareness. Members are expected to see that those who report to them are informed about, understand and comply with regulations such as those for health and safety in the workplace, including the procedures to assure the ethical treatment of human subjects and animals and the use of hazardous materials.

Subd. 4. Authorship. In an academic environment we continually seek after knowledge and understanding and must transmit our findings faithfully. Members of the University community who create scholarly products or works of art must guarantee the originality of their work and provide credit for the ideas of others upon which their work is built. All authors on a published work are responsible for the accuracy and fairness of the presented information.

It is expected that members of the University community consider individuals for inclusion as authors on work submitted for publication if they have contributed substantially intellectually to the work. Special care must be taken to clarify authorship with entry level professional persons such as graduate students, post doctoral fellows and trainees, preferably before the work is begun. It is inappropriate for members to include individuals as authors if they contributed only peripherally to the work, e.g., providing lab space, equipment or funding; being involved in patient care; providing patient samples; or having a supervisory position.

Subd. 5. Peer Review. Any material received by members of the University community to review for funding or publication is confidential and the ideas contained therein must not be used in any other manner by the reviewer unless specifically permitted.

Subd. 6. Data Collection and Management. Falsification, fabrication and unacknowledged appropriation of the data of others by members of the University community is unethical and prohibited. At the outset of any research project all participants are expected to discuss and agree upon data management and access and retention procedures including procedures for having participants join or leave the project. Privacy of collected data and rights to intellectual property must be protected. Student rights to data are expected to be clearly specified.

All documentation necessary to reconstruct investigations is expected to be available and data are to be recorded in a timely and consistent manner.



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BOARD OF REGENTS POLICY

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Subd. 7. Fiscal Responsibilities. Members of the University community must not accept money for research or gifts on behalf of the University or as part of their University activities except as prescribed by University policy. All funds provided for research must be spent in ways consistent with the funding documents and in compliance with the guidelines on allowable costs. Members in charge of budgets have an obligation to monitor records of expenditures for compliance with University policies and procedures and to allow these records to be viewed by appropriate parties. Departmental files are the property of the University.

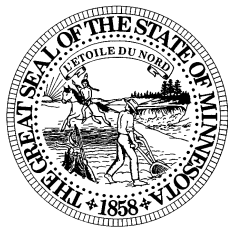
The University has the obligation to provide up-to-date records of financial transactions.

IN ORDER TO COMPLY WITH THIS POLICY, IT IS ESSENTIAL THAT MEMBERS UNDERSTAND AND COMPLY WITH ALL BOARD OF REGENTS POLICIES. IN PARTICULAR, MEMBERS MUST READ AND UNDERSTAND THE FOLLOWING BOARD OF REGENTS POLICIES:

- (1) *ACADEMIC MISCONDUCT;*
- (2) *FINANCIAL OR BUSINESS CONFLICT OF INTEREST;*
- (3) *FINANCIAL DISCLOSURE FOR SENIOR OFFICIALS;*
- (4) *LEGAL DEFENSE OF EMPLOYEES; AND*
- (5) *OUTSIDE CONSULTING, SERVICE ACTIVITIES AND OTHER WORK.*

IN ADDITION, MEMBERS MUST READ AND UNDERSTAND THE FOLLOWING ADMINISTRATIVE POLICIES:

- (1) *DIRECT AND INDIRECT CHARGING;*
- (2) *PROGRAM INCOME; AND*
- (3) *RECORD RETENTION.*



REGENT CANDIDATE ADVISORY COUNCIL

STATEMENT OF DIVERSITY

The recommendations of the Regent Candidate Advisory Council to the legislature for positions on the Board of Regents shall reflect diversity in terms of geography, gender, race, occupation, and experience.