

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION

REGENT  

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CANDIDATE  

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FORUM

February 1, 2005

AT - L A R G E

# STEVEN HUNTER



Steve Hunter is the secretary-treasurer of the 400,000-member Minnesota AFL-CIO. As one of two executive officers for the statewide labor organization, Hunter is in close contact with Minnesota's 1,100-plus local unions and advocates for working people at the Capitol and in communities across the state.

A 1973 graduate of the University of Minnesota, Hunter was a graphic designer for the City of Minneapolis for 15 years prior to becoming the state political director for the American Federation of State, County and Municipal Employees in 1990. He was elected to his current position with the Minnesota AFL-CIO in 2001, and reelected in 2003.

**Describe how your experience and qualifications would enable you to be a good regent.**

My experience within the labor movement has given me an insight into the crucial role the University of Minnesota plays in our state's economic environment. That insight was reinforced by my recent service as a member of the Citizen's League Task Force on Higher Education. I know that in order to compete in today's (and tomorrow's) economy we are going to need a highly educated and innovative workforce. The University's importance as a major research institution cannot be overstated. As Secretary/Treasurer of Minnesota AFL-CIO I understand what fiduciary responsibility entails, and would bring that knowledge with me to the position of regent. I have experience working as a member of a number of governing boards with responsibility over policy, personnel and budgets. That experience has helped me to understand the difference between the role of setting policy, priorities and budgets and the role of day-to-day management. I am a firm believer that these roles need to be distinct, and that a governing board should not become involved with day-to-day management of an organization. If selected as regent, I would be dedicated to working to make the University one of the best institutions in the country.

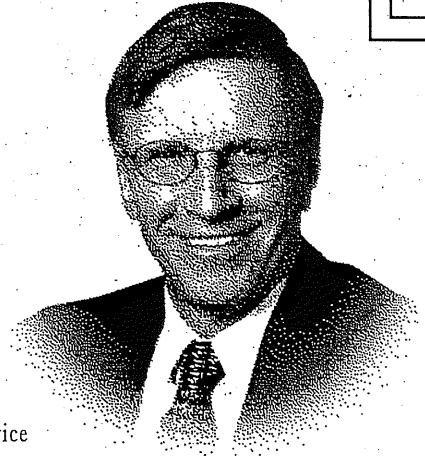
**What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?**

In my opinion, the major challenge facing the University of Minnesota is one of financial resources. Recent budget shortfalls have led the state legislature to make difficult decisions. State appropriations for higher education were reduced by an amount of \$196 million between the '02-'03 biennium and the '04-'05 biennium. This year we are again facing a projected budget shortfall. It will become increasingly difficult to maintain the University's reputation as one of the nation's leading research institutions while preserving the quality and breadth of its undergraduate programs. The University, as a land grant institution, needs to be accessible to the children of Minnesota's working families and therefore cannot simply continue to raise tuition to cover the gap in state funding. As a regent I would work with the other regents and the administration in looking for the most cost effective means of delivering educational, research and support services. The recent success of the University's capital giving campaign shows that the public is willing to support the University with private donations, and as a regent I would do what I could to foster private sector support for the University. While private sector support will be increasingly important to the future health of the University, an equally important issue in the field of higher education is maintaining the independence and integrity of the institution when seeking private sector grants for research and education. The University of Minnesota, as with all of post secondary education, needs to find ways of reaching out to and serving a more diverse population as current demographic trends indicate that the population of Minnesota is becoming more diverse. The University seems to be doing a good job in recruitment, however retention and graduation rates need improvement. To accomplish this, given the fiscal challenges, will be an increasingly complex challenge.



AT-LARGE

# SCOTT W. JOHNSON



Scott Johnson was born in St. Paul and received his formative education through Minneapolis Public Schools. He graduated from Harvard College in 1962 and the University of Minnesota Law School in 1966. He was a teacher and coach at Toledo Private Secondary School from 1962-63.

Johnson was in private practice with Denver's second-largest law firm from 1966-70. He practiced corporate law with four different corporations in Colorado, Wisconsin, and Minnesota from 1970-2003. He served as Bemis Company senior vice president, general counsel, and secretary from 1988-2003.

Johnson's extensive volunteer activities include: Edina School Board 1988-1994 (chair 1990-1994); Edina City Council, 1999-2001; chair, Coalition for Educational Reform and Accountability, 1993-95; coach or manager of numerous Edina youth sports teams, 1978-91; advisor and board member, Seed Academy and Harvest Prep School, afro-centric charter school in north Minneapolis, three years; board member, Association of Metropolitan School Districts, 1990-94; interviewer, Harvard College alumni, 20 plus years; and board member, Junior Achievement of St. Paul, two years. He is active in church as a moderator, Sunday school teacher, and choir member, and has served on numerous committees, from 1975-present.

**Describe how your experience and qualifications would enable you to be a good regent.**

I believe my educational experiences and board familiarity would help me be a good regent. Those educational experiences include: student (K-12 Minneapolis Public schools, Harvard College and the U of M Law School); high school teacher and three sport coach (Toledo, Ohio); school board member (Edina and Seed Academy and Harvest Prep School where I was the first non African-American Board member of the North Minneapolis Charter School); board member of various educational organizations (CERA and the Association of Metropolitan School Districts among others) and financial supporter of many educational organizations. Several of these activities involved being on, or dealing with, boards. I know and appreciate the responsibilities of a board and its members and understand the appropriate relationship between the regents and the administration.

**What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?**

I believe the most important issues facing the University relate to funding and the proper allocation of limited resources. The steadily decreasing percentage of revenues, which the University receives from the legislature, will probably continue as will pressure on the University to maintain its excellent reputation in an era of increasing global competition. In this difficult environment the administration and regents must exercise great creativity and resourcefulness. Because of my past board, business and educational experiences, I feel I can be helpful to the University.

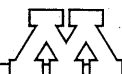
## NOTES

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AT - LARGE

# MARGARET LEPPIK



Community involvement has long been central to Peggy Leppik's life. Raised in California, she earned her B.A. from Smith College and, in 1976, moved with her husband and three children to Golden Valley. In 1990, following eight years on the Planning Commission, she was elected to the Minnesota House of Representatives. From 1999 until her retirement in 2003, Leppik chaired the Higher Education Finance Committee. She currently serves on the Metropolitan Council and works as the coordinator for the West Suburban School District Consortium. She is a four-time recipient of the University of Minnesota Alumni Association Legislator of the Year Award and, in 2002, received special recognition from the University of Minnesota Legislative Network.

Leppik is a trustee of The Nature Conservancy and on the Advisory Council for the Hubert H. Humphrey Institute. She is an active member of Rotary International, and volunteers at the Landscape Arboretum and as a tutor in the District 281 Adult Basic Education program.

**Describe how your experience and qualifications would enable you to be a good regent.**

My 12 years as a legislator gave me a solid understanding of the legislative process as well as good working relationships with many sitting legislators. I am familiar with many of the policy and finance issues facing the University and higher education generally, stemming from my years on the House Higher Education Finance and Education Policy Committees, as a Commissioner for the Midwestern Higher Education Compact, and from service on other committees involving the University or higher education.

In addition to my work in the legislature, volunteerism has long been an important part of my life, and this has often taken the form of board membership. I have served as a director or officer of over a dozen organizations and have participated in numerous board training sessions. I believe I have a good understanding of governance and the respective roles of boards and executive administration. This is especially important in a large and complex organization such as the University.

**What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?**

Funding has long been and will continue to be the most difficult issue confronting the University. Without adequate funding, quality is compromised and access limited by ever-increasing tuition.

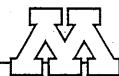
State funding priorities have shifted over the last 20 years, and it is doubtful that higher education will regain the 15% proportion of the state budget it once enjoyed. To maintain its overall quality and strengthen strategic areas, the University will have to make some very difficult decisions beyond what it has done to date. This is not to suggest that the University should not press for the funding it needs from the state, but the Board of Regents should be prepared to look to other revenue sources and more importantly, aggressively focus its resources to protect and expand its best research and education programs.

My contribution to resolving these issues would be in bringing my knowledge of the legislature and legislative process, legislative expectations of the University, and how best to present the University's case for its budget and bonding requests. I also bring a broad understanding of higher education issues, which is useful for seeing the University's problems in a larger context as well as recognizing its strengths.

**N O T E S**

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# DALLAS BOHNSACK



Dallas Bohnsack was elected to the University of Minnesota Board of Regents in 1999 and is the current chair of the facilities committee. In 1960, he received his B.S. from the University of Minnesota College of Agriculture, where he held positions on the Board of Publications and was a member of the University of Minnesota Marching Band and Alpha Gamma Rho, the fraternity for agriculture.

Bohnsack became a self-employed farmer in the New Prague area and has stayed active in local affairs. He was a Scott County Commissioner for 12 years and director of the New Prague Chamber of Commerce for three years.

He is currently a member of the University of Minnesota Extension Committee, Scott County Pork Producers, Scott County Corn Growers, Minnesota Agriculture Interpretive Center, New Prague Sportsmen's Club, and New Prague Area Chamber of Commerce.

**Describe how your experience and qualifications would enable you to be a good regent.**

When it comes to being a good regent, the experience most helpful to me was my tenure on the Scott County Board of Commissioners. Both institutions are complex and serve a diverse population with many different needs.

As a leader on the County Board, I was instrumental in establishing a long-term, comprehensive plan to deal with rapid growth while also protecting the quality of life in the county. That plan is still in place.

I also believe that my long-time connection with the University on so many different levels gives me a unique perspective on the University's three main missions of research and discovery, teaching and learning and outreach and public service. I mentioned above that the University has been an integral part of my life since I was a child growing up on my family's farm outside of New Prague. It continued during my time as an undergraduate, then as a member of the Association of Minnesota Counties' first-ever Extension Committee and for the past six years as a member of the Board of Regents. I've been a passionate advocate for all of these years because I've experienced the value of its mission in so many ways.

**What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?**

There has been a significant shift over the past few years in how the University is funded, and that shift has made it more important than ever that we analyze how each dollar is spent and the relationship of that spending with key academic initiatives. During my tenure on the facilities committee, we've done a good job of making sure that our expenditures on new buildings and even the refurbishing of older buildings support and enhance those key academic goals and initiatives. I'd like to see that process through.

## N O T E S

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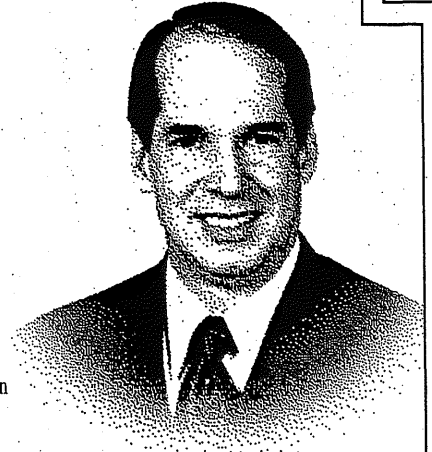
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## SECOND DISTRICT

# BRUCE ENDLER

Bruce Endler is an A319/320 captain with Northwest Airlines and active in the Air Line Pilots Association. As a USAF officer, he flew C-130 aircraft and was a command and control specialist. Bruce is serving his third term on the board of directors of the Rosemount-Apple Valley-Eagan school district and is the past president of SEE (Schools for Equity in Education). He has also served as co-chair of the Dakota County School-to-Work Governing Board. Endler holds a BA in musicology and is a graduate student in the humanities. He officiates high school wrestling and umpires baseball, and he has coached youth baseball, basketball, and wrestling. He is also a second-degree black belt in Tae Kwon Do. In his spare time, he likes to shoot pool, play guitar, lift weights, and run.



### Describe how your experience and qualifications would enable you to be a good regent.

My entire adult life has been about making decisions. Whether as a pilot and command and control specialist in the United States Air Force, as a Captain with Northwest Airlines or on the many boards on which I have served I have spent my life analyzing information and making a decision based on the data available. Perhaps even more important than the ability to make decisions is the ability to work as a part of a team. My extensive experience on a variety of boards has taught me not only how to advocate for a position during the decision making process but also the importance of supporting the board's decision, even if I disagree with it, once a decision has been made. I understand the difference between consensus and majority rule and that there are times when each must apply. Even on board my aircraft I must seek out and utilize the experience of my entire crew when ever possible. This is not despite but rather because I am charged with the ultimate decision making authority during flight. The ability to work as part of a team to make timely well thought out decisions is one of my strengths.

I also have experience with and understand the importance of working with the legislature. I have served for many years on the Legislative Committee of the Board of Directors of ISD 196. I am also the past president of Schools for Equity in Education. In both those roles I have been active in lobbying efforts at the legislature on behalf of K-12 education. I believe that experience would well serve the legislative efforts of the University of Minnesota.

I am well acquainted with the public nature of the Board of Regents. Having won three terms on the ISD 196 board I know how and when to comment so as to accentuate the positive while mitigating the negative. I also understand when comment should and must come from official sources such as the president or board chair.

In short, I believe I bring a unique skill set that expands the board's diversity while minimizing the learning curve that all such positions require.

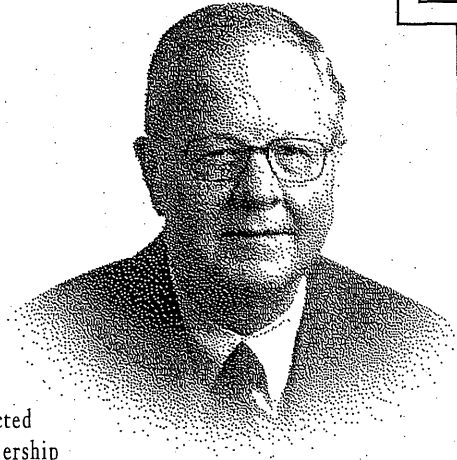
### What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?

Funding, or the lack of same, drives nearly all of the most pressing issues at the University of Minnesota. Tuition increases in recent years are a concern if the University is to provide all eligible students with the opportunity to experience a world-class education. However, without additional state funding, tuition is likely to continue to rise. A lack of funding also jeopardizes the University position as a major research center. This is unfortunate because research conducted at the University of Minnesota can have a dramatic positive impact on the state's economy. Attracting and retaining quality staff is also a function of adequate funding. Extremely difficult decisions are required in areas such as working conditions and salary when faced with insufficient revenue. It seems clear that the University needs a greater commitment of funding if it maintains its position as one of the nation's premier educational institutions.



THIRD DISTRICT

# DAVID LARSON



Dave Larson was raised in Glenwood, MN. His collegiate career began at St. Olaf College and then, because of his interest in international affairs, he attended the University of the Americas in Mexico City. Larson was graduated from the University of Minnesota with a degree in Political Science in 1966.

Cargill hired Larson in 1966. He led numerous Cargill Feed Division businesses and was elected Division President in 1983 and, later, a Group President in 1995. Larson's increasing responsibilities culminated in being elected Executive Vice President and one of six members of the Cargill Corporate Leadership team in 1999. The team establishes strategic direction, overseeing businesses in 59 countries. Larson also supervises marketing and brand management for Cargill. Larson is on the boards of National History Day, the Minnesota Historical Society and the University of Minnesota Foundation. He is past chair of the American Feed Industry Association.

**Describe how your experience and qualifications would enable you to be a good regent.**

I have demonstrated an ability to create positive change as a member of the board of multiple non-profit organizations and as a member of the Corporate Leadership Team of Cargill, Incorporated, the largest private company in the U.S. My experience in business is global and multi-cultural, having either managed or supervised businesses in over 30 countries. I have continually demonstrated a high level of curiosity and a strong interest in learning, coupled with a passion for positive change. People who know me well would credit me with being very intuitive, innovative and a change agent with very strong leadership skills.

**What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?**

To continue to effectively carry out its mission as a land grant university and major research institution in the face of declining support from the state government. The University of Minnesota needs to develop and communicate a compelling marketing message to the state's people in order to gain broader support. I can be very helpful in achieving this.

## N O T E S

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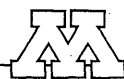
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## THIRD DISTRICT

# KATE RUBIN



Kate Rubin is president of the Minnesota High Tech Association (MHTA), a business alliance that works to accelerate the growth and sustainability of Minnesota's technology-based economy through advocacy, education, and collaboration.

Prior to her work with MHTA, Rubin founded Leadership Foundations, an executive development and strategy consulting business. She has also been a business unit executive with IBM, a senior human resource executive, and an organization development consultant. Kate's experience includes leading a \$100-million, 100-person technology business and managing entrepreneurial operations across multiple industries, including higher education.

An advocate for education and youth, Rubin is an active volunteer. She was state chair of Iowa's American-Soviet Youth Exchange and serves on several boards including SciMathMn and the Minnesota High Technology Foundation.

Rubin holds a B.B.A. from the University of Iowa and has completed her master's course work in human resource development at the University of Minnesota.

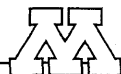
### Describe how your experience and qualifications would enable you to be a good regent.

I bring a business management background with experience in small, medium and Fortune 100 companies, as well as global experience/perspective. I have worked with multiple public sector and education clients, including the University of Minnesota. I have a strategic orientation yet can "drill down" on issues as they arise.

I understand technology and its importance to our future competitiveness, including the fundamental role of higher education and research. My role as president of MHTA with a large volunteer board parallels this board in many ways, so I am very clear about authority resting with the board as a whole vs. individual members, the board's role in policy vs. administration or management, and the need to support the mission of the University. I have a strong service orientation and want to make our region a good place to live and work for future generations. The success of the University of Minnesota is critical to sustaining a healthy economy and making this possible.

### What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?

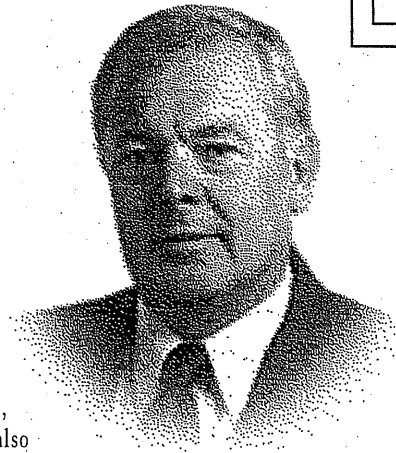
- The decreasing pool of students who are prepared for a rigorous college education. With the anticipated changes in the complexion of our student population and workforce over the next 10-20 years, this decreasing talent pool is a critical issue. Populations of color and new immigrants from the international community are projected to increase by over 50% in the next 10 years while the number of white high school graduates is projected to decline by 19%. At the same time, the gaps are widening between these groups. As the number of low income and students of color is rising, less than half currently finish high school on time and less than 5% graduate with a B.A. from a Minnesota college within 10 years. Coupled with baby boomers retiring in droves, including professors, researchers and administrators as well as the overall workforce, this is a looming crisis for the University and our economy.
- Diminishing state funding due to increases in other line items, e.g. health care. No need to state the facts. As state funding diminishes it requires both the search for alternate or additional funding as well as careful, thoughtful decisions regarding alignment and collaboration to leverage existing resources. How much can come from tuition increases before the system implodes, and what are the crown jewels/programs/research that the University cannot allow to be jeopardized?
- Attracting and retaining key faculty, researchers and research programs. Losing key faculty or not being able to attract the best and brightest due to lack of funding and the need to make critical internal decisions regarding trade-offs is an important issue facing the University. It is imperative to keep crown jewel, "must have" programs; however, various constituencies will have different perspectives on which are "must have" vs. "nice to have" and this is a major challenge
- Contribution to solving problems begins with agreement and acceptance of the problems and their priority, generating strategies and then engaging with other constituencies who have a vested interest. Focus, accountability and priority trade-offs are fundamental. Additional insight re my perspective on these issues can be found in the Citizens League report and bi-monthly "High Tech Minnesota" columns I write for *MinnesotaBusiness* magazine.





EIGHTH DISTRICT

# ANTHONY BARAGA



Anthony Baraga was elected to the University of Minnesota Board of Regents in 1999 and is vice chair of the Board. He earned his B.S. and M.D. from the University of Minnesota and completed his radiology residency at United Hospitals in St. Paul.

Baraga is a retired radiologist from northern Minnesota and president of Medical Imaging North. He has served as chief of staff at Hibbing General Hospital, Chisholm Memorial Hospital, and Mesabi Regional Medical Center-University. He also served as president of the Range Medical Society.

Baraga was a captain in the Minnesota National Guard.

**Describe how your experience and qualifications would enable you to be a good regent.**

I have been involved with many private boards and public boards. I have been successful in my practice and in other ventures. I also think I have been a good regent during my present term.

**What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?**

The most important problem at the present time is financing of public education. It is imperative that the public and the elected officials become more aware of this problem, as education is becoming more expensive. Informing the legislators and keeping the state portion of the costs from being cut any more is very important. Working hard to get more private money to help offset the cost is also very important. We cannot let our quality slip.

## N O T E S

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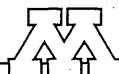
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EIGHTH DISTRICT

# EDWARD BOROWIEC



As the youngest of three sons, born in Canada to immigrant parents during the Depression decade, I was fortunate that they understood the significance of a sound education and provided strong family guidance. I attended Canadian schools to the 9th grade when my family moved to Michigan. After secondary school and three years of service in the U.S. Marine Corps, my interest in learning began in earnest.

In 1962, I graduated from the University of Detroit with a Ph.D. in English, and spent the following academic year teaching secondary English, pursuing a law degree at the University of Detroit, and working toward an M.A. in English at the University of Michigan. In 1963, I accepted a California teaching position and enrolled in the graduate school at the University of Southern California where I received both a master's (1966) and a Ph.D. (1971) in linguistics. In 1969, I accepted a position as an assistant professor of English and linguistics at California State University, Long Beach. I retired from the California State University system in 2002, after 40 years as an educator, and my wife and I settled into the home we built in northern Minnesota. I take great pride in knowing that my three sons obtained doctorates in their chosen fields; two of them a Ph.D. and one an M.D. Today, my wife and I frequently volunteer our services at the local school, assist with township governance, and travel abroad when circumstances permit.

**Describe how your experience and qualifications would enable you to be a good regent.**

I have worked within the California State University system for 35 years. I have served as a statewide program administrator, as an on-campus program administrator, as an assistant department chair, as liaison faculty to the University of California and to the California Community Colleges, and as a member of the tenured faculty, and because of that vast experience at all levels of higher education, I feel I have a sound understanding of the mission, and the operation of a major state university system.

**What are the most important issues confronting the University of Minnesota and how would you contribute to solving them?**

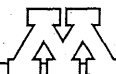
The key issues today are (1) appropriate funding for the University during a period of economic malaise, (2) attracting a greater diversity of students to the University, particularly those whose families have traditionally and historically not prized a university education for their children, and (3) attracting and retaining high quality faculty across the academic spectrum. While some citizens and legislators see the University as a financial drain on the state's budget, regents will have the perpetual task of convincing everyone that the University is the greatest, most powerful economic engine we possess, and that the returns on our collective investment will be far greater and longer lasting than any of us might have imagined. Reaching a broader array of students, both the nontraditional and those in families new to higher education, will in time, lessen other fiscal burdens on the state at the same time that it provides for a sense of greater inclusion and community cohesion. And finally, faculty are the backbone of any university. Without highly trained and dedicated teachers and researchers, the University abandons its purpose and places students and the statewide community on a path to mediocrity.

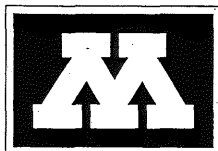
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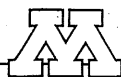
UNIVERSITY OF MINNESOTA  
ALUMNI ASSOCIATION

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REGENT CANDIDATE FORUM



FEBRUARY 1, 2005