

Revised from the 1-15-13 criteria report

Personal

1. A commitment to the University of Minnesota and an understanding of its role in education, economics and innovation in the state, nation and world.
2. Integrity along with a personal code of honor and high ethical standards which includes a willingness to ~~above reproach~~ comply with the Code of Ethics for Members of the Board of Regents and its conflict of interest policy.
3. An ability to maintain a professional relationship with administration, faculty and employees.
4. The ability to negotiate, compromise, and build consensus.
5. The ability to ~~think long term~~ strategically analyze choices presented to the governing board both for their short-term impact as well as possible long-term implications.
6. An inquiring mind, a willingness to listen and the ability to speak articulately and succinctly.
7. The capacity to both challenge and support the administration when necessary.
- 7.8. The capacity to ~~and~~ effectively analyze and evaluate the performance of the president.
- 8.9. The ability to function as a member of a diverse group in an atmosphere of public transparency, collegiality and selflessness.
- 9.10. _____ An appreciation of the public nature of the position and the University.
- 10.11. _____ An ability, based on candidates' own persona, to satisfy needs of the board based on diversity in geography, gender, race, occupation, ~~and~~ international awareness and operational needs.
- 11.12. _____ A willingness to embrace and utilize current technologies to expedite communication and support the operational efficiency of the Board of Regents.

Professional/Experiential

1. Knowledge and experience that relate to the needs of the Board and the challenges and opportunities facing the University.
2. Accomplishments and a history of success that reflect a breadth and diversity in life experience.
3. Experience in the governance and strategic ~~oversight~~ of large, complex organizations ~~operating in a national and global context.~~
4. An understanding of the system of higher education trends nationally and in Minnesota and the role of the University in that system as well as the economic role of the University in the life of the state.

5. An ability and willingness to devote the time necessary to serve as an effective and contributing member of the Board of Regents.