

# Annual Report Arts and Cultural Heritage Fund Legacy Amendment Science Museum of Minnesota

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The Science Museum of Minnesota is pleased to submit an annual report for the work we are doing with the generous appropriation of \$1.2 million for fiscal years 2018-2019 from the Arts and Cultural Heritage Fund of the Minnesota Legacy Amendment. This report details accomplishments in FY19 (**July 1, 2018 – June 30, 2019**) related to the following statutes: M.S. 3.303, Subd. 10, and M.S. 129D.17, Subd.2 (d).

**We are grateful for your support of our programs.**

With previous Legacy support, we undertook a museum-wide evaluation of our offerings to schools to determine the best way to serve students and educators to increase value, access, and ease of museum attendance. We also invested in new programs and resources that directly address Minnesota academic standards and ensure high-quality educational experiences. With your support, we have been able to increase our capacity to serve all 87 counties in Minnesota each year. We have also been able to improve and upgrade our communications infrastructure to better connect with the educators we serve throughout the state.

### Progress made toward project goals includes:

#### **1. Increase access to museum programming and resources for schools throughout Minnesota.**

We fulfilled our commitment to reach all 87 Minnesota counties in FY19 through our work with schools, serving over 214,631 Minnesota participants through field trips, school-based outreach, or teacher professional development programs. To ensure greater access, generous private donors provided scholarships and reimbursements for schools and youth in need which supported the participation of over 20,500 students.

#### Proposed Outcome Achievement

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#### **2. Support students, teachers, schools and districts to provide high quality STEM learning experiences.**

We continued to refresh and revise our exhibits, films, field trips, and educational programming, as well as develop new learning experiences for school audiences, all aligned with Minnesota Academic Standards. Program development incorporates best practices for science education instruction, culturally relevant teaching strategies, and informal science education methods. In the fall, a new program, Marvelous Motion was launched for family events at schools. During the school year, education staff reviewed and updated school field trip guides to reflect changes in museum exhibits and standards. Major revisions were completed for the *Dinosaurs And Fossils*, *Engineering, Force and Motion*, and *Human Body Gallery* guides. A teacher preview in February provided an opportunity for teachers to preview the Cuba Omnifilm, museum exhibits, and field trip resources. In addition, teachers were invited to an introduction and orientation of the Lending Library. We continue to update our standards database ([www.smm.org/educators/standards](http://www.smm.org/educators/standards)) while we prepare for the adoption and implementation of the new science standards.

We have continued to conduct pre/post field trip surveys and post-outreach experience surveys to both measure program quality and to gain insight on the needs and motivations of our school audiences. We are pleased that our results have remained consistent: 94% of educators reported that Science Museum field trips met their goals and 94% were satisfied with outreach student engagement.

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**“Science Museum Programs provide fun, engaging presentations that provoke creative STEM thinking in all students”**

– Wayne Wallace Grade 5  
Basswood Elementary School

### **3. Engage students, teachers and schools in dialogue about race and identity.**

The Science Museum's *RACE: Are We So Different?* exhibition is available for school field trip visitors. We operate several programs for school audiences that leverage the exhibit. Highlights from FY19 include:

- A *RACE* Exhibit & Program Package for schools was offered with the support of Legacy funding. The program began in the auditorium with a presentation of "*RACE to the Finish Line*," a 15-minute performance by two actors highlighting the difficulty of talking about race and identity, even between friends. Following the performance, the actors engaged students through reflective discussion. Students then experienced the *RACE* exhibit itself. We served 1,537 students from 21 schools through this package.
- A *RACE* Institute was held at the museum from June 17-29, 2019. This highly regarded institute is designed for school-based teams of Minnesota educators who are committed to making their schools and classrooms more just and equitable places for students to learn. Using the *RACE: Are We So Different?* exhibition as a starting place, the *RACE* Institute explores the complexities of race within school communities. We engaged 20 participants from the Austin, Elk River, Bloomington, Edina, and Rosemount-Apple Valley-Eagan school districts.
- 93 teachers, faculty, and pre-service teachers visited the exhibition as part of a professional development experience.
- Small footprint *RACE: Are We So Different?* exhibits (450 sq. ft.) were created and installed in Moorhead, Rochester, and Worthington. Free access to the exhibits for school groups was facilitated by local host organizations.
- The *RACE: Are We So Different?* Educator Guide was updated to align with the new small footprint exhibits. The guide was shared with exhibit host site contacts in Moorhead, Rochester, and Worthington.

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### **4. Communicate effectively with Minnesota teachers, schools, and districts about museum programs, resources and professional development opportunities.**

We focus on meaningful communication and engagement with Minnesota teachers through print, email, web, in-person contacts, conferences, museum events, and other meetings. Highlights of these efforts include:

- Distributing 28,000 copies of the *SciEd guide* to educators across Minnesota, detailing ways to get involved in Science Museum programs.
- Reaching out to 12,000 teachers bi-weekly with emails that include classroom tips, inspiration, and museum information.
- Our School Liaison, Kalia Vue, attended five conferences related to STEM and education in Minnesota. Attending the MN Council of Social Studies Conference allowed us to reach educators who expressed interest in the *RACE* Program Package. The School Liaison interacted with educators throughout the year. This dialogue reinforced the need for increased STEM learning opportunities aligned to school curricula and state standards.

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The Statewide School Initiative Team measures outcomes through the following methods:

- Surveys sent to schools before and after field trips and post-outreach experiences.
- Tracked attendance of field trip and outreach experiences. A standardized field trip dashboard and outreach attendance report is reviewed quarterly. Field trip and outreach attendance numbers are reviewed at team meetings.
- Analysis of education web traffic and open rates of emails sent bi-weekly to a distribution list of 12,000 educators in Minnesota.
- Collection of other program evaluation data, e.g. the validated KPA Survey for quantitative data.

We are inspired by these successes, especially the milestone of reaching all 87 counties in Minnesota through field trips and school programs. The impact of this work will continue with Legacy funding to support work in FY20-21. As of June 30, 2019, the FY19 direct expenses for this project are \$378,704.77. The administrative costs are \$37,951.53. Additional funding supporting the Statewide School Initiative project includes gifts from private donors totaling \$872,378. The support provided by the Arts and Cultural Heritage Fund has given us the ability to invest in new program development and to create new resources that directly address state academic standards and ensure teachers and students have high-quality educational experiences with Science Museum of Minnesota programs.



A federal grant from the Institute of Museum and Library Services (IMLS) was awarded to the Science Museum of Minnesota (SMM) in October 2017, leveraging Legacy fund resources, to support the project “RACE: Are We So Different?”: Expanding Our Reach by Creating Capacity for Understanding Race” (RACE), also informally referred to as “RACE in Greater Minnesota” (RiGMN). With this funding, SMM created three small footprint (approx. 500 sq. ft.) community-based exhibits placed in sites in Greater Minnesota as an extension of the main RACE: Are We So Different? exhibition in St. Paul.

During this reporting period (FY19) exhibits were installed at partner organizations in Greater Minnesota.

- Worthington: Minnesota West Community & Technical College
- Moorhead: The Hjemkomst Center, managed by the Historical and Cultural Center of Clay County
- Rochester: Apache Mall and Rochester Public Library

Exhibits are now owned by the following organizations in each community:

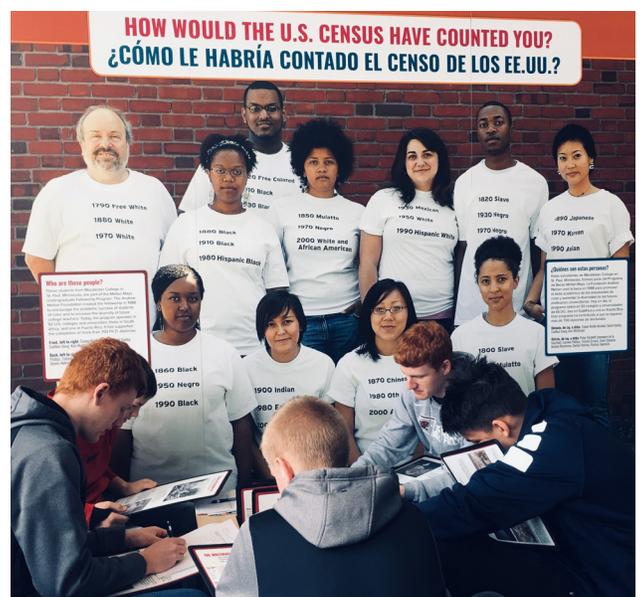
- Worthington: Minnesota West Community & Technical College, touring to each campus (Granite Falls and Pipestone) before being re-installed at the Worthington campus.
- Moorhead: Installed on the Minnesota State University Moorhead campus.
- Rochester: Rochester Diversity Council, touring to St. Olaf College in Northfield, MN.

SMM developed and supported a suite of community engagement efforts in each community following this linear progression:

- Convened local Advisory Councils of 5-10 members each, comprised of Indigenous, Black, and People of Color community members. Each council met 3-4 times during FY19.
- Co-hosted community Spark! Workshops with ‘A Coupla Capricorns’ consulting team. Workshops were designed to engage participants in conversations about race in their communities and spark ideas for microgrants to impact conversations about race and racism in their communities.
- Distributed 19 microgrants from IMLS funds of \$500 to \$3,000 each to community members and organizations who developed and led programming that addressed race and racism in their communities. These programs reached 638 community member participants directly.
- Engaged 51 people in 3-day Community RACE Institutes-- one in each community-- facilitated by the museum’s IDEAL (Inclusion, Diversity, Equity, Access, and Leadership) Center staff.
- Hosted a final project celebration at the Science Museum of Minnesota for a total of 24 people who were engaged throughout the project as exhibit site hosts, Advisory Council members, microgrant recipients, or institute participants.

Our analysis of the project impacts, led by our Museum Evaluation and Research in Learning colleagues, found:

- *Finding 1:* The RACE exhibits and associated programming increased and improved conversations about race in greater Minnesota.
- *Finding 2:* Project participants appreciated being able to host the exhibition locally, developing their own interventions through the microgrant process, and working in partnership with the Science Museum.
- *Finding 3:* The collaboration between communities, individuals, organizations, and the Science Museum of Minnesota has strengthened the capacity for racial justice work within local organizations and supported actions to reduce bias and oppression in local systems.



## Progress made towards project goals includes:

### 1. Full participation by visitors in accompanying programming.

A wide range of community members participated in programming through this project, reflecting full participation in accompanying programming.

**Advisory Councils:** We convened an Advisory Council in each community to ground the work as much as possible in the wants and needs of each community. Each Council, comprised of Indigenous, Black, and People of Color community members of various ages and professions, met 3-4 times, supporting broader relationship building, communication about the project, and feedback and input on the microgrants process. In total, twenty individuals were members of the Advisory Councils.

**Spark! Workshops:** We co-hosted 1-2 workshops in each community to provide a broader introduction of the project to community members, develop community programming ideas, and communicate information about project microgrants, Community RACE Institutes, and other local resources. In Worthington, we depended on word-of-mouth outreach and had 8 people attend two workshops. We shifted our approach and developed the Moorhead and Rochester workshops in collaboration with other organizations (Moorhead YWCA, a local high school, and the University of Minnesota - Rochester campus). This led to increased participation, with more than 40 individuals participating across three workshops

**Microgrants:** The project awarded 19 microgrants (funded by IMLS) to support the development of programming by local collaborators in the three communities, with awards ranging from \$500 to \$3,000. This microgrant-funded work engaged community members in conversations about race through the development of videos and exhibition panels, as well as through opportunities to join workshops, book groups, performances, and field trips related to race. These community-led projects directly engaged 638 individuals.

**Community RACE Institutes:** Staff from the museum's IDEAL Center facilitated three 3-day long RACE Institutes for a wide spectrum of community members. The RACE Institutes invited participants to explore the complexities of race within communities by examining their own biases, reflecting on personal and professional practices, and making connections between these biases, practices, and civic engagement within their communities. Content was focused on the ways race and other aspects of identity are created, reinforced, and employed to perpetuate inequality. Participants developed skills around seeing multiple perspectives, developing and maintaining norms, and fostering productive group behaviors. A total of 51 people participated in the three RACE Institutes. Participants included the mayors of Worthington and Rochester, professionals from the education and non-profit sectors, young people in Worthington, organizers and activists, and other interested community members.

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## 2. Increased knowledge of the social construct of race.

The concept of race as a social construct is a key theme of the *RACE: Are We So Different?* exhibits. This content was originally produced in partnership with advisors from the American Anthropological Association (AAA) in 2007. We also engaged Spanish language translators to ensure greater accessibility within the diverse communities of Greater Minnesota, producing exhibits that are presented bilingually in English and Spanish. We asked about increased content knowledge through a number of our evaluation activities:

**\*47% of project micrograntees reported that community members who participated in their projects developed a better understanding about race and racism. Sample statements:**

*"My [college-level] class went to the [exhibit host location] on one of our class days (2 hours & 45 minutes) to check out the RACE Exhibit, which was planned by my... professor as we finished covering race as a biological concept. My professor also handed out sheets that expanded student's thinking and knowledge on race and racism."*

*"I have most certainly noticed different conversations about race. The people with whom I work seem to be more open to the social nature of racism and the reality of how deeply structures of oppression impact the day to day experiences of so many of our students. I've heard people say things like, "I went to the RACE Exhibit and WOW! I had no idea just how deep this problem is!" Or, "I thought racism was a thing of the past, but now I know better."*

**\*95% of visitors to the small footprint exhibits who were surveyed agreed that they learned something new at the RACE exhibition. (n=37)**

**\* Community RACE Institute participants reported greater understanding of what racism is (prejudice + power) and what it is not (prejudice w/o power) in their reflections at the end of the Institute. Sample statements:**

*"I think I was far more attuned to the really blatant aspects of racism through power and privilege. I have benefitted from seeing this issue from how deeply it is a part of all aspects of society."*

*"Power of language in our system – especially in perpetuating racism / classism and how language ties to power to keep the system of oppression set up."*

*"It is really good to know that not being able to achieve the American Dream is not my fault. As immigrants in this country, we deeply believe that hard work will help us succeed. However, failure happens, and most of it is not our fault."*

*"I've had a lot of conversations on racism, especially being a part of the organization I work for. I've known that racism is institutional and systemic, but I have never made the connection that in order to be racist, you need to have power behind the words you say and the things you do. I've witnessed co-workers accused of being racist when talking about white people even though they are a PoC."*

*"The only way you can change is if you fully understand the wrongness of what you said or did. My understanding evolved because before I used to think only people that are bad are racist. Now I understand that even good people can be racist."*

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### 3. Increased awareness of the legacy of living within the construct of race.

Our evaluation shows that, among the project participants and visitors to the *RACE* exhibition surveyed, we achieved our goal of increasing awareness of the legacy of living within the construct of race in these communities. Through our workshops, programs, discussions, professional development, and/or community meetings, we supported individuals in gaining awareness of the legacy of living within the construct of race. Our findings suggest that increased awareness of the legacy of race and racism leads to a sense of urgency to have conversations about where racism still exists.

**\*97% of project participants (microgrant awardees, Advisory Council members, collaborators at host institutions, and workshop attendees) reported that they had talked to other people about the *RACE* exhibit and/or programs happening because of the *RACE in Greater Minnesota (RiGMN)* project. Additionally, 91% of these participants indicated that, because of the *RACE in Greater Minnesota* project, they spoke about race and racism with others more often than usual.**

**\*94% of visitors to the small footprint *RACE* exhibits surveyed agreed that they BOTH have more tools to facilitate conversations about race and racism, AND that they feel more comfortable talking about race and racism as a direct result of visiting the *RACE* exhibition. (n=37)**

**\*Participants of the Community *RACE* Institutes shared reflections that illustrated an increased understanding of living within the construct of race. Sample statements:**

*"In the past 3 days, I've noticed how racism and classism are in our school and community. And I noticed how diverse students are seen and in turn how they stay silent."*

*"This week, I have a greater understanding of how oppression happens, but more so, how and why it gets perpetuated. I also learned how to navigate and have meaningful conversations surrounding oppression of all forms."*

*"[My community] gives lots of lip-service to adding people of color to boards, that then are unwilling to change to accommodate them. And I am sure it is also many other towns."*

*"My students struggle with how to talk about and ask questions about race. During my genetics unit, they wanted to know what genes control skin color, but they were afraid it was inappropriate to ask. I think they worry that acknowledging differences automatically makes one thing better than another."*

*"To talk/dialogue about race, diversity, differences, and reflect on this can cause discomfort. In a setting like this I need to be intentional about telling myself not to be afraid of being judged or mis-speaking."*

*"I have a much deeper understanding of the challenges facing our African-American communities. I came in here knowing that the strongest bias I have is based on my own personal experience, based on my set of lived stories, and now I feel like I have a better understanding of why. Our actions always come from a place. The African-American men in this room have taken the opportunity to be vulnerable, and I am so grateful."*

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#### 4. Community leaders' understanding of racial equity issues will be enhanced.

Our community Advisory Councils in each of our three host sites were integral collaborators on the *RACE* mini-exhibit content and program development and were instrumental in our outreach and marketing efforts. Working with local leaders highlighted the racial equity work already happening in these communities and helped us to: 1) enhance their understanding of racial equity issues; and 2) build the capacity of these leaders and organizations to support meaningful conversations about race and racism.

**\*Most project participants shared that their personal growth through the project would lead to changes in their organizations or communities in the future.**

- 54% of respondents talked about their personal growth in understanding, confidence, or experience talking about race. Many of these responses credited the SMM IDEAL Center's *RACE* Institute for prompting a changed approach to participants' work in community organizations.

- 46% of respondents shared examples of different actions they or their organizations might take to change their work internally.

- 17% of respondents shared that their organizations felt inspired or supported in being able to reach more people than they had previously around these topics.

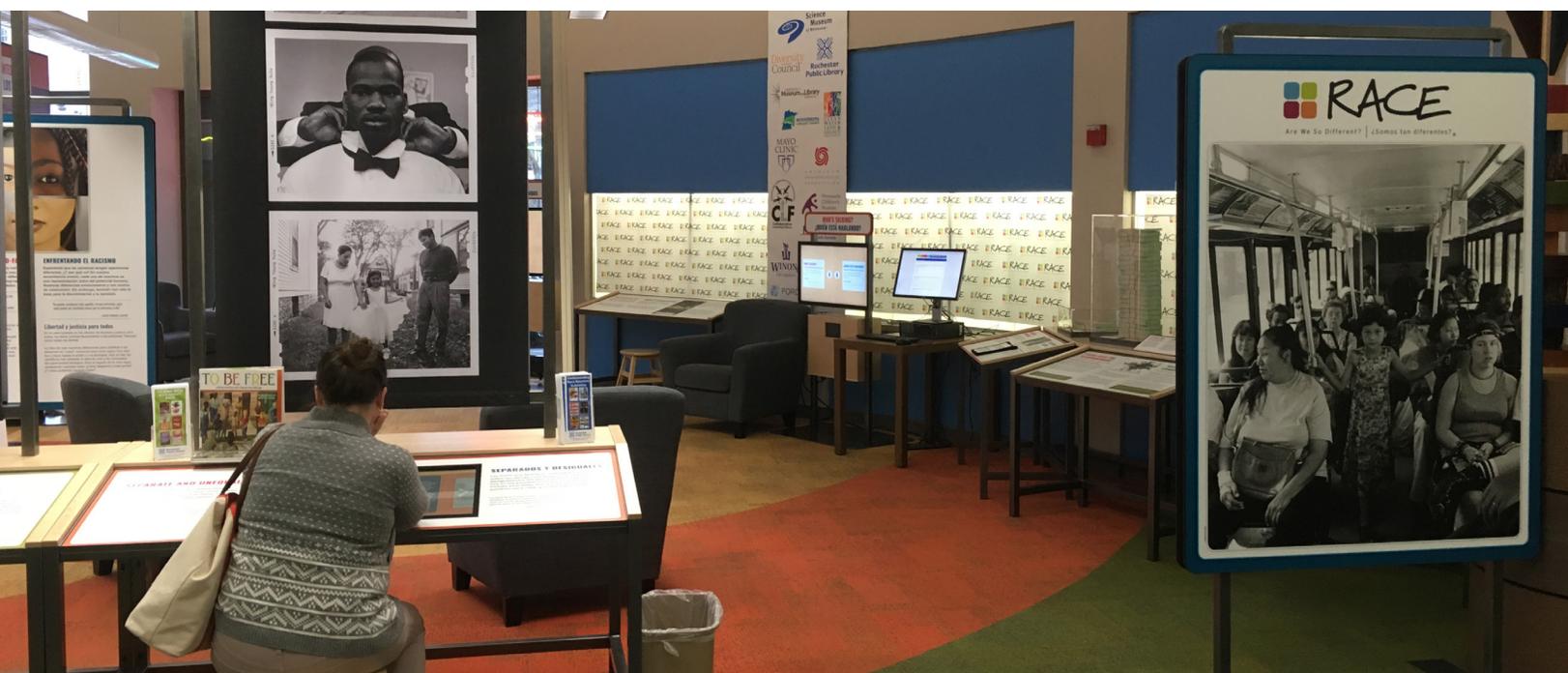
**\*During our interviews with project participants, many cited the critical role collaborations and supportive partnerships play in order to maintain and sustain the racial justice work in their communities.** These interviewees cited many additional collaborators/partners, besides SMM, that they had engaged with during the *RACE in Greater Minnesota (RiGMN)* project to support their work around race and racial justice

- 55% of project participants cited additional local collaborators/partners that they engaged with during the *RiGMN* project to support work around race/racial justice.

- 14% of respondents noted that some local collaborators/partners needed to do more work to become better partners in racial equity

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## 5. Increase in community leaders' skills to facilitate conversations about issues of racial equity and difference.

Visitors to the exhibit, individuals who received microgrants, and participants in the Community RACE Institutes all reported an increase in their skills in facilitation of conversations about issues of racial equity and difference. Microgrant recipients completed documentation of their projects and were invited to an interview with museum Evaluation & Research in Learning staff. RACE Institute participants completed end-of-day reflections that expressed their self-evaluated increase in facilitation skills.

- Of the visitors to the exhibit who were surveyed, 94% of them shared that they “agreed” or “somewhat agreed” to the following statement: “I have more tools to facilitate conversations about race and racism”.
- Project participants reported talking more about race than usual because of the project. When we asked grant awardees, Advisory Council members, collaborators at host institutions, and workshop attendees, “Have you talked to other people about the RACE exhibit and/or programs happening because of the RACE in Greater Minnesota (RiGMN) project?”, 97% (n=38) responded that they had. When asked, “How did the RACE exhibit and/or RACE in Greater Minnesota (RiGMN) project impact how often you talk about race with others?”, 91% indicated that they spoke about it more often than usual.
- Some reflections from Community RACE Institute participants at the conclusion of the Institute reflected an increase in confidence in facilitating conversations and work about issues of racial equity and difference:
  - *“Overall I have a greater understanding of how to be more effective at leading a dialogue. I feel that I have a greater understanding of racism, at the societal to individual level.”*
  - *“I can leverage the power of my office for good or for status quo or for increasing inequity. Culture is shaped by leaders and sub culture by sub leaders in a school system.”*
  - *“I have a greater understanding of how to have conversations surrounding race: The Do’s and Don’ts. Today made me realize my tendency to sidetrack the conversation, so I will be intentional moving forward in not doing that.”*
  - *“This week I have a greater understanding of how to have hard conversations, facilitated so that all sides and viewpoints are heard and valued. This practice was extremely valuable to me.”*
  - *“This week I have a greater understanding that talking about — gathering people to discuss — and challenging our mental models is not only difficult, but it is (can be) transformative. Tackling race or any social justice issue will take skill we learned, and patience — TIME.”*
  - *“I believe that coming together with “local” people has given me more hope for the future of the community and region. Knowing that there is a group, albeit small, who have learned and practiced similar skills is energizing.”*

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The small community-based RACE exhibits team measures outcomes through the following methods:

- Recording audience observations and qualitative data when exhibits are displayed.
- Gathering of focus group input by the community leaders (PAGE).

As of June 30, 2019, the year two direct expenses for this project are \$271,180.54. The administrative costs are \$26,107.33. Institute of Museum and Library Services (IMLS) expenditures for this project in year two were \$214,536. **We are grateful for the support from the Arts and Cultural Heritage Fund to realize this project.**

The Science Museum of Minnesota is pleased to submit this report on support from the Arts and Cultural Heritage Fund of the Legacy Amendment. We are proud of our work on these projects and look forward to continuing the important work that these funds make possible. We would be thrilled to provide a tour of the museum, our school services, or the RACE exhibit, and we would be happy to answer any additional questions. Please contact Jon Severson for additional information at [jseverson@smm.org](mailto:jseverson@smm.org) or (651) 221-9499.

Legacy project information is accessible online at:

<http://www.smm.org/legacy>

<https://www.legacy.mn.gov/funds/arts-cultural-heritage-fund/reports/science-museum-minnesota>



**ADDENDUM: Science Museum of Minnesota - Board of Trustees 2019**



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