



**MINNESOTA STATE**

Board of Trustees

30 East 7th Street  
St. Paul, MN 55101

651-201-1705

# Board of Trustees Meetings October 21-22, 2020



*Minnesota State is an affirmative action, equal opportunity employer and educator.*



**Board of Trustees**

October 20 - 21, 2020

30 East Seventh St.

St. Paul, Minnesota

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*The Board of Trustees are adhering to Governor Walz's Executive Order 20-01, the State of Minnesota Peacetime Emergency Declaration, and the Center for Disease Control's social distancing guidelines. Meetings will be conducted by conference call or on a virtual meeting platform. Interested parties can listen to the live audio-streaming of the proceedings by clicking the link at:*  
<https://www.minnstate.edu/board/index.html>.

**Tuesday, October 20, 2020**

- 8:30 AM Academic and Student Affairs Committee, Cheryl Tefer, Chair  
*Other board members may be present constituting a quorum of the board.*
- 1. Minutes of June 16, 2020**
  - 2. Proposed Amendment to Board Policy 3.22 Course Syllabi and Course Outlines (Second Reading)**
  - 3. Proposed Amendment to Board Policy 3.5 Post-secondary Enrollment Options (PSEO) (Second Reading)**
  4. FY2021 Committee Work Plan
  5. Equity in Action: Understanding and Addressing Local and Regional Student Needs
- 10:00 AM Outreach and Engagement Committee, Dawn Erlandson, Chair  
*Other board members may be present constituting a quorum of the board.*
- 1. Minutes of January 29, 2020**
  2. Partnerships to support student mental health – Rochester Community & Technical College
- 10:30 AM Audit Committees, George Soule, Chair  
*Other board members may be present constituting a quorum of the board.*
- 1. Minutes of June 16, 2020**
  2. Project Results – Bookstore Collaborative Review
- 11:00 AM Meeting ends



**Wednesday, October 21, 2020**

- 8:30 AM Finance Committee, Roger Moe, Chair  
*Other board members may be present constituting a quorum of the board.*
- 1. Minutes of June 17, 2020**
  - 2. Contracts Exceeding \$1M:**
    - a. Student Internet and Cable services – Minnesota State University, Mankato**
    - b. Student Internet and Cable services – Minnesota State University Moorhead**
    - c. Extension for HVAC and Mechanical Services - Metropolitan State University**
  3. FY2021 Operating Budget Update
  4. FY2022-2023 Biennial Budget Request (First Reading)
- 10:00 AM Human Resources Committee, Michael Vekich, Chair  
*Other board members may be present constituting a quorum of the board.*
- 1. Minutes of Joint Meeting: Diversity, Equity, and Inclusion and Human Resources Committees on June 16, 2020**
  - 2. Establishment of Vice Chancellor for Equity and Inclusion**
  - 3. Appointment of Interim Vice Chancellor for ITS**
  4. Executive Search Process Overview
- 11:00 AM BREAK
- 11:15 AM Board of Trustees, Jay Cowles, Chair
- 12:30 PM Meeting Ends

**Bolded items indicate action is required.**



## **Committee Rosters**

**2020 - 2021**

*(Updated October 12, 2020)*

### **Executive**

Jay Cowles, Chair  
Roger Moe, Vice Chair/Treasurer  
Alex Cirillo  
Dawn Erlandson  
April Nishimura  
Cheryl Tefer  
Michael Vekich

### **Academic and Student Affairs**

Cheryl Tefer, Chair  
Alex Cirillo, Vice Chair  
Asani Ajogun  
Dawn Erlandson  
Javier Morillo  
Oballa Oballa  
Rudy Rodriguez

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*President Liaisons:*

*Michael Berndt  
Robbyn Wacker*

### **Audit**

George Soule, Chair  
April Nishimura, Vice Chair  
Asani Ajogun  
Jerry Janezich  
Michael Vekich

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*President Liaisons:*

*Richard Davenport  
Michael Seymour*

### **Diversity, Equity, and Inclusion**

Rudy Rodriguez, Chair  
George Soule, Vice Chair  
Ahmitara Alwal  
Javier Morillo  
April Nishimura  
Oballa Oballa  
Cheryl Tefer

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*President Liaisons:*

*Jeffery Boyd  
Anne Blackhurst*

### **Facilities**

Jerry Janezich, Chair  
Roger Moe, Vice Chair  
Alex Cirillo  
Kathy Sheran  
Oballa Oballa

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*President Liaisons:*

*Kent Hanson  
Faith Hensrud*

### **Finance**

Roger Moe, Chair  
April Nishimura, Vice Chair  
Ahmitara Alwal  
Jerry Janezich  
Kathy Sheran  
George Soule  
Michael Vekich

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*President Liaisons:*

*Joe Mulford  
Scott Olson*

**Human Resources**

Michael Vekich, Chair  
Dawn Erlandson, Vice Chair  
Ahmitara Alwal  
Alex Cirillo  
Roger Moe  
George Soule  
Cheryl Tefer

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*President Liaisons:*

*Annette Parker*  
*Ginny Arthur*

**Outreach and Engagement Committee**

Dawn Erlandson, Chair  
Alex Cirillo, Vice Chair  
Asani Ajogun  
Kathy Sheran  
Cheryl Tefer

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*President Liaisons:*

*Carrie Brimhall*  
*Ginny Arthur*

**Nominating Committee**

Alex Cirillo, Chair  
Rudy Rodriguez, Vice Chair  
Dawn Erlandson

**Chancellor Review**

Jay Cowles, Chair  
Roger Moe, Vice Chair  
Dawn Erlandson  
Michael Vekich



**Approved FY2021 and FY2022 Board Meeting Dates**

*The meeting calendar is subject to change. Changes to the calendar will be publicly noticed.*

**FY2021 Meeting Calendar**

<b>Meeting</b>	<b>Date</b>	<b>If agendas require less time, these dates will be cancelled.</b>
Board Meeting/Combined meeting Leadership Council <i>Anoka-Ramsey Community College, Coon Rapids</i>	July 21-22, 2020	July 22, 2020
Orientation for new trustees	<i>August or after governor makes the appointments</i>	
Executive Committee	September 2, 2020	
Board Retreat: Date change	September 22-23, 2020	
Executive Committee	October 7, 2020	
Committee / Board Meetings	October 20-21, 2020	October 20, 2020
Executive Committee	November 3, 2020	
Committee / Board Meetings Combined with Leadership Council	November 17-18, 2020	November 17, 2020
No December meeting		
Executive Committee	January 6, 2021	
Committee / Board Meetings Combined with Leadership Council	January 26-27, 2021	
No February meeting		

Executive Committee	March 3, 2021	
Committee / Board Meetings	March 16-17, 2021	March 16, 2021
Executive Committee	April 7, 2021	
Committee / Board Meetings	April 20-21, 2021	April 20, 2021
Executive Committee	May 5, 2021	
Committee / Board Meetings	May 18-19, 2021	May 18, 2021
Executive Committee	June 2, 2021	
Committee / Annual Board Meetings	June 15-16, 2021	June 15, 2021

#### **FY2022 Meeting Calendar**

<b>Meeting</b>	<b>Date</b>	<b>If agendas require less time, these dates will be cancelled.</b>
Board Meeting/Combined meeting Leadership Council	July 20-21, 2021	July 21, 2021
No meetings in August		
Board Retreat	September 21-22, 2021	
Executive Committee	October 5, 2021	
Committee / Board Meetings	October 19-20-2021	October 19, 2021
Executive Committee	November 3, 2021	
Committee / Board Meetings Combined with Leadership Council	November 16-17, 2021	November 16, 2021
No meetings in December		

Executive Committee	January 5, 2022	
Board Meeting/Combined meeting with Leadership Council	January 25-26, 2022	January 26, 2022
No meetings in February		
Executive Committee	March 2, 2022	
Committee / Board Meetings	March 15-16, 2022	March 15, 2022
Executive Committee	April 6, 2022	
Committee / Board Meetings	April 19-20, 2022	April 19, 2022
Executive Committee	May 4, 2022	
Committee / Board Meetings	May 17-18, 2022	May 17, 2022
Executive Committee	June 1, 2022	
Committee / Board Meetings	June 21-22, 2022	June 21, 2022

**National Higher Education Conferences:**

ACCT Virtual Leadership Congress: October 5-8, 2020  
ACCT National Legislative Summit: February 7-10, 2021, Washington, DC.  
AGB National Conference: April 11-13, 2021, San Diego  
ACCT Leadership Congress: October 13-16, 2021, San Diego  
ACCT National Legislative Summit: February 2022 (dates not posted)  
AGB National Conference: April 10-12, 2022, Orlando

AGB is the Association of Governing Boards of Universities and College  
ACCT is the Association of Community College Trustees

**Recommended Motion – June 17, 2020**

The Board of Trustees approves the revised FY2021 and proposed FY2022 meeting calendars. Changes to the calendar will be publicly noticed.





MINNESOTA STATE

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**OCTOBER 20, 2020**

**8:30 AM**

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**30 EAST 7TH STREET**

**SAINT PAUL, MN**

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Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Academic and Student Affairs Committee, Cheryl Tefer, Chair  
*Other board members may be present constituting a quorum of the board.*

- 1. Minutes of June 16, 2020 (pp 1-2)**
- 2. Proposed Amendment to Board Policy: 3.22 Course Syllabi and Course Outlines (2nd Reading) (pp 3-6)**
- 3. Proposed Amendment to Board Policy: 3.5 Post-secondary Enrollment Options (PSEO), (2nd Reading) (pp 7-10)**
4. FY21 Committee Work Plan (pp 11-14)
5. Equity in Action: Understanding and Addressing Local and Regional Student Needs (pp 15-109)

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Cheryl Tefer, Chair

Alex Cirillo, Vice Chair

*Presidents Liaisons*

*Michael Berndt*

*Robbyn Wacker*

**Bolded items indicate action required.**



**Minnesota State Board of Trustees  
Academic and Student Affairs Committee  
June 16, 2020  
McCormick Room  
30 7<sup>th</sup> Street East  
St. Paul, MN**

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***Academic and Student Affairs Committee members present:***

***Academic and Student Affairs Committee members present via Remote connection:*** Alex Cirillo, Chair; Cheryl Tefer, Vice Chair; Ahmitara Alwal, Ashlyn Anderson, Dawn Erlandson, Jerry Janezich and Rudy Rodriquez

***Academic and Student Affairs Committee members absent:*** Samson Williams

***Other board members present via Remote connection:*** Jay Cowles; Bob Hoffman; Roger Moe, April Nishimura, George Soule, Michael Vekich, and Chancellor Devinder Malhotra

**Committee Chair Cirillo** called the meeting to order at 11:26 am.

**1. Minutes of May 19, 2020**

Chair Cirillo called for approval of the minutes from May 19, 2020. Trustee Janezich moved to approve the minutes as written. Trustee Erlandson seconded the motion and the minutes were unanimously approved as written.

**2. Proposed Amendment to Board Policy 3.34 Academic Semester Start Dates (Second Reading)**

Sr. Vice Chancellor Anderson stated that Board Policy 3.34 was reviewed as part of the five year review cycle. He stated that there was no substantive changes made to the policy. Changes made to the Policy included the reordering of language and technical changes. Trustee Erlandson moved to approve the Policy as presented. Trustee Rodriquez seconded the motion and the Policy was unanimously approved.

**3. Proposed Amendment to Board Policy 3.22 Course Syllabi and Course Outlines (First Reading)**

Sr. Vice Chancellor Anderson stated that this policy was reviewed as part of the five year review cycle. The title was changed and dissemination of student and information was relocated. He stated that there were limited changes made to the actual wording of the Policy. This is the first reading of the Policy and no action is required at this time.

**4. Proposed Amendment to Board Policy: 3.5 Post-secondary Enrollment Options (PSEO), (First Reading)**

Sr. Vice Chancellor Anderson stated that this policy was reviewed as part of the five year review cycle. The title was changed and dissemination of student and information was relocated. He

stated that there were limited changes made to the actual wording of the Policy. This is the first reading of the Policy and no action is required at this time.

There was a short discussion regarding the agreement with K-12 regarding PSEO and if the courses were conducted on any high school campus. Sr. Vice Chancellor stated that the courses were not conducted on the high school campuses.

Chair Cirillo opened the floor for additional discussion or questions of which there were none.

Chair Cirillo adjourned the meeting at 11:31 am.

*Meeting minutes prepared by Rhonda Ruiter 6/23/20.*

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** October 20, 2020

**Title:** Proposed amendment to Policy 3.22 Course Syllabi and Course Outlines

**Purpose (check one):**

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance  | <input type="checkbox"/> Information                        |   |

**Brief Description:**

The policy was reviewed as part of the 5-year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review.

The proposed amendment was reviewed by the Office of General Counsel, cabinet, then sent out for formal consultation and received support from the presidents, employee representative groups, student associations, and campus leadership groups. All comments received from the consultation were considered.

**Scheduled Presenter:**

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

**MINNESOTA STATE  
BOARD OF TRUSTEES**

<b>BOARD ACTION</b>
<b>BOARD POLICY 3.22 COURSE OUTLINES AND COURSE SYLLABI (SECOND READING)</b>

1    **BACKGROUND**

2    Board Policy 3.22 Course Syllabi and Course Outlines was adopted by the Board of Trustees on  
3    June 17, 1998 and implemented on July 1, 1998. The policy was reviewed as part of the 5-year  
4    review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities  
5    Organization and Administration, Part 6, Subpart H, Periodic review.

6  
7    The proposed amendment reorganizes the language by placing course outline information  
8    before course syllabi information, updates the language, and applies the new formatting and  
9    writing styles.

10  
11  
12   **RECOMMENDED COMMITTEE MOTION**  
13    The committee recommends the Board of Trustees adopt the proposed amendment to Board  
14    Policy 3.22.

15  
16  
17   **RECOMMENDED BOARD MOTION**  
18    The Board of Trustees adopt the proposed amendment to Board Policy 3.22.

19  
20  
21    *Date Presented to the Board of Trustees:*    10/20/20  
22    *Date of Implementation:*                    xx/xx/xx

MINNESOTA STATE  
BOARD OF TRUSTEES

BOARD POLICY – SECOND READING		
Chapter 3	Chapter Name	Education
Section 22	Policy Name	Course Syllabi and Course Outlines

*Single underlining* represents proposed new language.  
*Strikeouts* represent existing language proposed to be eliminated.

1 **3.22 Course ~~Syllabi~~ Outlines and Course ~~Outlines~~ Syllabi**

2

3 **Part 1. Purpose-**

4 The purpose of this policy is to To define and govern dissemination of course syllabi and course  
5 outlines.

6

7 **Part 2. Definitions-**

8

9 **~~Subpart A. Course Outline-~~**

10 The ~~course outline~~ is the document approved by the appropriate college or university  
11 committee to communicate information about ~~system~~ the college or and university courses.

12

13 **~~Subpart B. Course Syllabus-~~**

14 The ~~course syllabus~~ is a document that is created by and reflects the creative work of the  
15 faculty member, and contains: the elements of the corresponding course outline, standards  
16 for evaluation of student learning, and may include additional information. ~~which reflects~~  
17 ~~the creative work of the faculty member.~~

18

19 **Part. 3. ~~5.~~ Course Outlines-**

20

21 **~~Subpart A. Course outline dissemination-~~**

22 Each ~~system~~ college and university shall post course outlines for all courses on its  
23 ~~institutional~~ website.

24

25 **~~Subpart B. Student transfer-~~**

26 Course outlines shall be are the official ~~system~~ Minnesota State document used to  
27 determine course equivalencies for student transfers. For additional guidance, see Board  
28 Policy 3.21 ~~Undergraduate Course Credit transfer, Part 4. Course Outlines~~ Undergraduate  
29 Course and Credit Transfer and the Minnesota Transfer Curriculum.

30

31

32

1  
2 **Part 4.3. Course Syllabi**  
3

4 **Subpart A. Dissemination to Students-**

5 Each college and university shall establish institutional procedures that ensure which assure  
6 that each student enrolled in a course shall be is provided a course syllabus within a  
7 maximum of one week after the first class meeting. When courses are offered in a  
8 condensed format, the time frame for distribution of the syllabus shall must be adjusted  
9 accordingly.

10  
11 **Part 4. Subpart B. Dissemination to College or University Administration-**

12 The faculty member shall provide, according to institutional policies and procedures, upon  
13 request, provide a copy of the current course syllabus to the college or university  
14 administration according to institutional procedures. See System Procedure 3.22.1 for use  
15 of course syllabi.

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**Related Documents:**

- [Board Policy 3.21](#) Undergraduate Course and Credit Transfer and the Minnesota Transfer Curriculum
- [Board Policy 3.26](#) Intellectual Property
- [Board Policy 3.27](#) Copyrights
- [System Procedure 3.21.1](#) Transfer of Undergraduate Courses, Credit, Associate Degrees and the Minnesota Transfer Curriculum
- [System Procedure 3.27.1](#) Copyright Clearance

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**Policy History**

**Date of Implementation:** 7/01/98  
**Date of Adoption:** 6/17/98  
**Date of Last Review:** 06/xx/20

**Date & Subject of Amendments:**

*xx/xx/20 – Placed “outlines” before “syllabi” in title and outline information before syllabi information in body of policy, changed Part 3 Dissemination to Students to Part 4 Course Syllabi, relocated Part 4 to Part 4, subpart b, and applied the writing and formatting standards.*

*6/08/2011 – Added “course outlines” to the title, updated the policy’s purpose “to define and govern dissemination of course syllabi and course outlines”, and added Part 5 Course Outlines to policy.*

*6/19/02 - Adds Part 1. Purpose, Part 2. Definitions and Part 4. Dissemination to College or University Administration*

No additional HISTORY

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** October 20, 2020

**Title:** Proposed amendment to Policy 3.5 Post-secondary Enrollment Options (PSEO) Program

**Purpose (check one):**

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance  | <input type="checkbox"/> Information                        |   |

**Brief Description:**

The policy was reviewed as part of the 5-year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review.

The proposed amendment was reviewed by the Office of General Counsel, cabinet, then sent out for formal consultation and received support from the presidents, employee representative groups, student associations, and campus leadership groups. All comments received from the consultation were considered.

**Scheduled Presenter:**

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs



**MINNESOTA STATE  
BOARD OF TRUSTEES**

<b>BOARD ACTION</b>
<b>BOARD POLICY 3.5 POST SECONDARY EDUCATION OPPORTUNITY (SECOND READING)</b>

1    **BACKGROUND**

2    Board Policy 3.5 Post-secondary Enrollment Options (PSEO) Program was adopted by the Board  
3    of Trustees on December 20, 1994 and implemented on July 1, 1995. The policy was RECENTLY  
4    reviewed as part of the 5-year review cycle pursuant to Board Policy 1A.1 Minnesota State  
5    Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review.

6  
7    The proposed amendment creates the new Part 1 Purpose and Part 2 Authority sections,  
8    relocates developmental course information to System Procedure 3.5.1, and applies the new  
9    formatting and writing styles.

10  
11   **RECOMMENDED COMMITTEE MOTION**

12    The committee recommends the Board of Trustees adopt the proposed amendment to Board  
13    Policy 3.5.

14  
15  
16   **RECOMMENDED BOARD MOTION**

17    The Board of Trustees adopt the proposed amendment to Board Policy 3.5.

18  
19  
20    *Date Presented to the Board of Trustees:*    10/21/20  
21    *Date of Implementation:*                    xx/xx/20

MINNESOTA STATE  
BOARD OF TRUSTEES

BOARD POLICY – SECOND READING			
Chapter	3	Chapter Name	Education
Section	5	Policy Name	Post-secondary Enrollment Options (PSEO) Program

*Single underlining* represents proposed new language.  
*Strikeouts* represent existing language proposed to be eliminated.

1 **3.5 Postsecondary Enrollment Options (PSEO) Program**

2  
3 **Part 1. Purpose**

4 To promote rigorous educational pursuits by encouraging and enabling high school students to  
5 enroll in postsecondary courses or programs.

6  
7 **Part 2. Authority**

8 Minn. Stat. § 124D.09 Postsecondary Enrollment Options Act allows high school students,  
9 including home school students, to earn both secondary and postsecondary credits through  
10 enrollment in college or university courses.

11  
12 **Part 3. Definition**

13 For the purposes of this policy only, the following definition applies.

14  
15 **Postsecondary Enrollment Options (PSEO) Program ~~(PSEO)~~**

16 A program that provides Minnesota high school students the opportunity to earn both  
17 secondary and postsecondary credit for college or university courses completed on a  
18 college or university campus, online, at a high school, or another location.

19  
20 **Part 4. Postsecondary Enrollment Options Expectations**

21 Colleges and universities across Minnesota State shall provide opportunities for students to  
22 participate in the PSEO Program. Students ~~shall~~ must be admitted according to criteria that  
23 promote progress through college-level coursework and that augment their continued  
24 academic growth consistent with board policies and system procedures.

25  
26 **Subpart A. Enrollment on campus**

27 Enrollment of PSEO students in courses on a college or university campus shall must be  
28 allowed on the basis of available space as defined by the college or university.

29  
30  
31

32 **Subpart B. Compliance with standards-**  
33 Colleges and universities shall require PSEO students to perform to the college's or  
34 university's academic and student conduct standards.  
35  
36 ~~**Subpart C. Developmental Courses-**~~ *(Relocated to System Procedure 3.5.1)*  
37 ~~Colleges and universities shall not enroll students in developmental courses through PSEO.~~

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**Related Documents:**

- [System Procedure 3.5.1](#) Procedures for Post-secondary Enrollment Options (PSEO) Program

To view related Minnesota statutes, go to the Revisor's Web site (<http://www.revisor.leg.state.mn.us/>). You can conduct a search from this site by typing in the statute number

- Minn. Stat. 124D.09 Postsecondary Enrollment Options Act

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**Policy History:**

**Date of Adoption:** 12/20/94,

**Date of Implementation:** 07/01/94,

**Date of Last Review** 06/xx/20

**Date & Subject of Revisions:**

*xx/xx/20 – Created new Part 1 Purpose and Part 2 Authority sections, relocated developmental course information to System Procedure 3.5.1, and applied the new formatting and writing styles.*

*4/16/03 - Amended Part 1, added Subpart A heading and cleaned up language, added Subpart B, all new language. Changed title of Part 2 and cleaned up language, Added titles for Subparts A, B & C, deleted language from Subpart D on.*

Additional [HISTORY](#)

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs

**Date:** October 20, 2020

**Title:** ASA Committee FY21 Work Plan

**Purpose (check one):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input checked="" type="checkbox"/> Information             |   |

**Brief Description:**

This discussion will focus on the ASA FY21 committee work plan, building on earlier discussions with the committee chair and vice-chair, as well as with the full Board of Trustees at its September retreat. The goal of the discussion is to complete a review of the full listing of potential topics, identify additional topics/areas of interest, discuss the approach the committee will take to reviewing and discussing each topic/area of interest, and determine the scope of the committee work plan/agenda for the year.

**Scheduled Presenters and Discussants:**

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

**BOARD OF TRUSTEES  
MINNESOTA STATE**

**INFORMATION ITEM**

**ASA Committee FY21 Work Plan**

**BACKGROUND**

Per Board policy 1A.2, Board of Trustees:

The Academic and Student Affairs Committee is charged with governance and oversight of the academic programs and student services provided at the system's colleges and universities. The committee's scope includes oversight of board policies for all system academic and student services to assure the highest possible quality of academic programming and service to students and the efficient use of the system's academic and service resources. The committee also provides oversight to system wide academic and student service strategic planning, diversity and equity matters related to students and academic programs, and academic or student related technology matters.

Exercising these responsibilities requires the committee to make recommendations for action to the full Board of Trustees on the following topics:

1. Approval of academic and student affairs-related policies, including both the adoption of new policies and the revision of existing policies;
2. Approval of revisions to college and university mission statements, as well as institutional type; and
3. Approval or endorsement of system-wide academic strategies and initiatives.

To ensure that the committee is best positioned to fulfill these responsibilities, committee staff and the committee chair create a tentative work plan/agenda for the committee each August. This draft document is typically reviewed and discussed with trustees at the September Board retreat, after which the work plan/agenda for the year is solidified.

At the September 2020 Board retreat, Trustees reviewed draft committee work plans/agendas, In addition, trustees, students, and bargaining unit leaders identified topics of interest or importance for each committee to address during the coming year. The table on the following page contains both the draft document reviewed at the retreat, and the topics/areas of interest identified by trustees, students, and bargaining unit leaders.

The purpose of this committee discussion is to review the full listing of potential topics for the academic and student affairs committee, identify additional topics/areas of interest, discuss the approach the committee will take in reviewing and discussing each topic/area of interest, and determine the scope of the academic and student affairs committee work plan/agenda for the year.

## Academic and Student Affairs Committee - FY21 Working Agenda

Month	Presentation and Discussion Topics
<b>October</b>	<b>Policy readings and approvals</b>
	FY21 Committee Work Plan/Agenda
	Equity in Action: Understanding and addressing local and regional student needs
<b>November</b>	<b>Policy readings and approvals</b>
	<b>Enterprise Student Success Strategy: Guided Learning Pathways</b>
	COVID-19 update - Impacts on students, faculty and staff (potentially committee of the whole topic)
<b>January</b>	<b>Policy readings and approvals</b>
	<b>Consolidation of NHED institutions</b>
	Law Enforcement Education Reform Update
<b>March</b>	<b>Policy readings and approvals</b>
	<b><i>Tentative: Mission Statement Approval: Dakota County Technical College and Inver Hills Community College</i></b>
	College transitions and the learner lifecycle: Minnesota's P20 Education Partnership
<b>April</b>	<b><i>Tentative:</i></b> Student Success and Equity (joint meeting with Equity and Inclusion committee - date may be adjusted)
<b>May</b>	<b>Policy readings and approvals</b>
	<b><i>Tentative: Mission Statement Approval: St. Cloud Technical and Community College</i></b>
	Workforce development and Minnesota State's value proposition
<b>June</b>	<b>Policy readings and approvals</b>
	Distance Learning: A review of practices, efficacy, and impacts of the pandemic

## **Charter of the Board of Trustees Academic and Student Affairs Committee**

Approved March 16, 2016

### **Purpose:**

The Academic and Student Affairs Committee is charged with oversight of all system wide academic and student service matters of the organization.

The Academic and Student Affairs Committee shall not have the authority to act on behalf of the board unless specifically delegated by the board. The Academic and Student Affairs Committee shall meet at the call of the committee chair.

### **Committee Structure:**

The committee will consist of no fewer than five and no more than seven members appointed by the chair of the board annually. The chair and vice chair of the Academic and Student Affairs Committee shall be appointed by the chair of the board.

### **Authority:**

The principal elements of the Charter of the Academic and Student Affairs Committee shall be:

1. Provides advice and counsel to the chancellor. (This duty is shared with all other board members).
2. Preparation of an annual committee workplan.
3. Recommend proposed board policies within the purview of the committee.
4. The committee's oversight includes but is not limited to:
  - Academic programs
  - Academic and program standards
  - Transfer policy
  - Student success programs and strategies
  - Board recognition of instructional excellence
  - Institutional names
  - Educational strategy that proactively addresses future needs
  - Diversity and equity matters related to students and academic programs
  - Academic and student-related technology matters
5. This charter is subject to review annually.

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** October 20, 2020

**Title:** Equity in Action: Understanding and Addressing Local and Regional Student Needs

**Purpose (check one):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input checked="" type="checkbox"/> Information             |   |

**Brief Description:**

This presentation and discussion will focus on understanding the distinctive needs of students across the colleges and universities to inform policy and practice related to addressing student basic needs.

**Scheduled Presenter(s):**

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

Followed in this order as applicable:

Paul Shepherd, System Director for Student Development and Success

Gregg Raisanen, Vice President for Academic and Student Affairs, Alexandria Technical and Community College

Michael Berndt, President, Dakota County Technical College and Inver Hills Community College

Robbyn Wacker, President, St. Cloud State University



**BOARD OF TRUSTEES  
MINNESOTA STATE**

**INFORMATION ITEM**

**EQUITY IN ACTION: UNDERSTANDING AND ADDRESSING LOCAL AND  
REGIONAL STUDENT NEEDS**

**BACKGROUND**

This conversation will be the first in a series focused on understanding how campus locale impacts the work of Minnesota State colleges and universities, and to discuss what the best framework might be for both understanding and responding to particular local and/or regional student needs. Starting the conversation requires a review of various methods by which one can review parts of the state using demographic, economic, and population data to make comparisons, such as among the Twin Cities metropolitan area, Greater Minnesota, and rural urban commuting areas.

In light of some of these important distinctions around local and regional differences, how should Minnesota State respond in addressing student basic needs that include food, housing, transportation, child care, and mental health support and care? The Equity 2030 framework provides a system-level catalyst to both capture and highlight the effective work already being done and to expand on successful models that have the potential to expand to meet similar campus and community needs elsewhere in the system.

In addition, this presentation will highlight the results of the #RealCollege survey, administered by the Hope Center for College, Community, and Justice in the fall of 2018 and 2019 at 28 campuses across Minnesota State. The report is attached.



October 20, 2020  
Academic & Student Affairs

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## Equity in Action: Understanding and addressing local and regional student needs

Board of Trustees

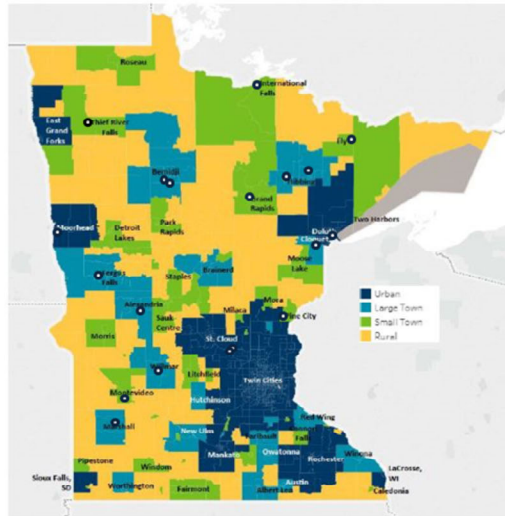
## Framing the Discussion

- How does campus locale impact our work and why is it important to understand those differences?
- How can we best frame our thinking about local impacts?
  - Urban versus Rural
  - Metro Area versus Greater Minnesota
  - Issue or topic dependent
- How do student and community needs, as well as available resources, differ across locales?
- Why does it matter to the Board?
- How is the pandemic impacting local communities, and what long-term effects might we see?



## Defining Locale

- Twin Cities  
Greater  
Metro and  
Greater  
Minnesota
- Urban and  
Rural
- Rural Urban  
Commuting  
Areas  
(RUCAs)



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



## Understanding Key Locale Differences

- More than 7 in 10 Minnesotans live in an urban area
- Racial composition varies by geography type
  - Black and Asian/Pacific Islanders represent a higher proportion of the population in urban areas
  - Hispanic populations equally represented in urban and large town areas
  - The largest share of American Indians reside in rural areas
- Older Minnesotans are more likely to live in non-urban areas
- Largest population growth is forecast in urban areas, with heaviest declines expected in rural and small town areas

Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



## Understanding Key Locale Differences

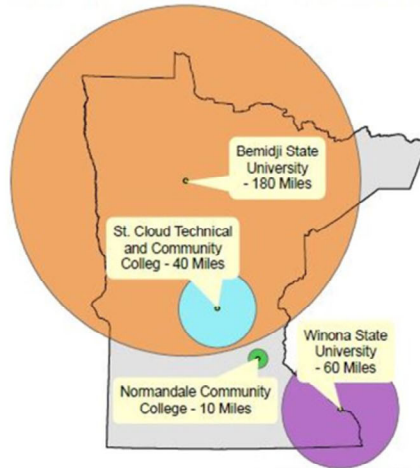
- While unemployment rates vary across areas, the differences are not salient
- Median earnings are greater in urban areas for both men and women, though median wages for women significantly lag men in all areas of the state
- Poverty rates are highest in rural areas and lowest in urban areas

Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



# Understanding Locale: Student Home Communities

Distance in which 50% of New Entering Students Live for Four Example Campuses\*



Source: System Office Research, Division of Academic and Student Affairs



## Understanding Key Locale Differences

- Minnesota State students of color or native origin are more likely to be enrolled at an institution located in an urban area, and comprise a larger percentage of the overall student body in those institutions
- Similar proportions of the student bodies in each geographic area are eligible for a Pell Grant, in contrast to the uneven distribution of poverty across geographic areas
- Students enrolled in urban areas are significantly more likely to be degree seeking
- While online enrollment is significant across all areas, nearly 1/3 of students in small town areas take online courses

Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center





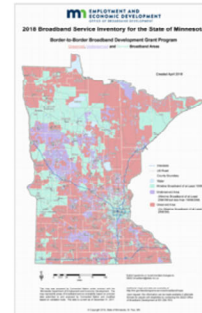
# Understanding Locale: Differential Impacts of the Pandemic

## Community Impacts

- Virus transmission – unequal health outcomes
  - Black Minnesotans represent 6% of the state’s population, yet have experienced 17% of cases, 21% of hospitalizations, and 19% of ICU-treated COVID-19 cases
- Unemployment rate changes:
  - Annual change (as of August): Black +10.9%; Hispanic +5.9%; White +3.7%
- Federal stimulus
- State budget deficit

## Student Specific Impacts

- Broadband accessibility: large areas of state remain unserved
- Increasing basic needs and growing disparities



## Applying a Heterogeneous Locale Lens to Student Basic Needs

Food

Housing

Mental Health

Transportation

Child Care

Emergency  
Financial  
Support

# Minnesota State Equity 2030 Framework



## Basic Needs of Minnesota State Students

- 37% of students surveyed experienced food insecurity
- 48% experienced housing insecurity
- 18% experienced homelessness
- Students of color and native origin are more likely to have experienced insecurities than white students
- Mental health needs continue to grow and are identified as the number one health issue on campuses
- The number of student parents is increasing, while the availability of on-campus child care is decreasing
- Financial emergencies threaten student persistence on all campuses

Source: 2018 & 2019 #RealCollege surveys



## How Minnesota State is Responding

- Expanding assessment of needs and deepening our understanding of students' experiences and life situations
- Establishing infrastructure to support these needs
  - Creating a Student Basic Needs Committee
  - Growing Basic Needs *Community of Practice* and shared resources
  - Establishing food pantries/shelves
  - Establishing campus resource centers
  - Increasing mental health services
  - Expanding availability of emergency funds
- Expanding partnerships with state and community partners
  - Food
  - Mental health services
  - Transportation
  - Housing

Source: 2018 & 2019 #RealCollege surveys

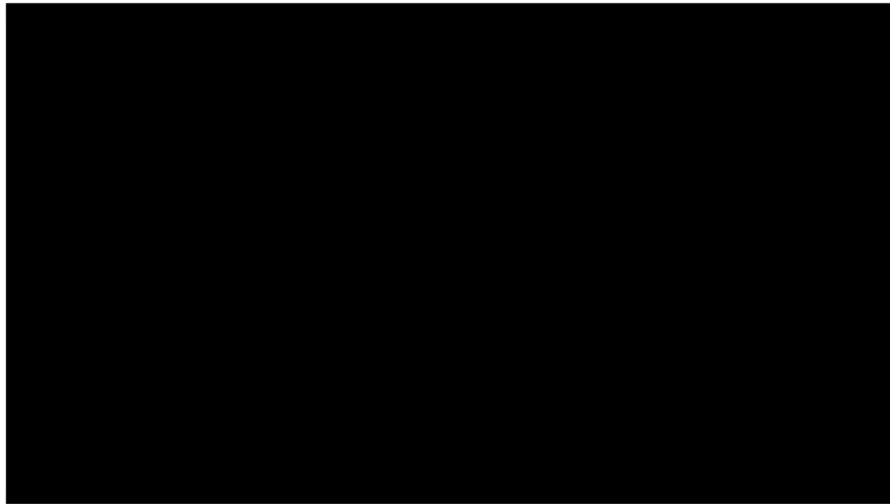


## Mental Health Summit, October 22

- Joint effort with University of Minnesota, focused on higher education institutions
- Objectives:
  - Increase attendees' understanding of college student mental health data and trends
  - Provide specific examples and strategies for how to support student mental health
  - Align higher education leaders around a common set of priorities.
- Presenters from across Minnesota State and the University of Minnesota



## Practice Spotlight: Telepsychiatry



## Campus Perspectives

- Gregg Raisanen  
Vice President for Academic and Student Affairs, Alexandria  
Technical and Community College
- Michael Berndt  
President, Dakota County Technical College and Inver Hills  
Community College
- Robbyn Wacker  
President, St. Cloud State University





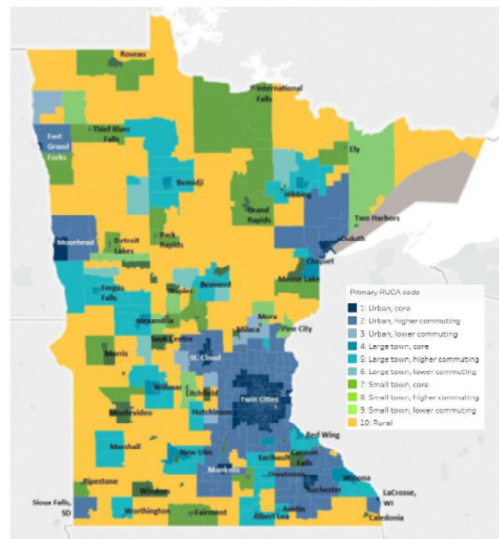
## Strategic Questions

1. What are the implications of these local and regional differences for Board policy?
2. How can a local and regional lens best be used to inform our strategic approach to addressing educational equity gaps?
3. How can this approach inform your work on the ASA Committee in understanding the context within which our campuses work, and informing your policy and governance decisions?

# Background Information



## Map of Minnesota by 10 primary RUCA codes



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



Understanding how Minnesota’s rural areas have been faring has long been hampered by lack of agreement about what constitutes rural. Differing definitions can easily lead to different conclusions about rural communities’ well-being and population growth or decline. One universal definition of rural Minnesota would be helpful, but does not exist.

Minnesota State Demographic Center report “Greater Minnesota: Refined & Revisited” (January 2017) used Rural Urban Commuting Areas, or RUCAs, which are based on population size and proximity to other communities at a Census tract level, to categorize Minnesota in to four geography types (Urban, Large Town, Small Town, Rural) to better understand the differences seen in the populations in “Greater Minnesota”.

### Greater Minnesota: Refined & Revisited 9

Below is a description of the 10 primary RUCA codes,6 grouped into the four broad RUCA-based geography types:

**URBAN:**

1. Census tract is situated at the metropolitan area's core *and* the primary commuting flow is *within* an urbanized area (50,000 residents or more)
2. Census tract is within a metropolitan area *and* has higher primary commuting (30% or more) to an urbanized area (50,000 residents or more)
3. Census tract is within a metropolitan area *and* has lower primary commuting (10-30%) to an urbanized area (50,000 residents or more)

**LARGE TOWN:**

4. Census tract is situated at a micropolitan area's core *and* the primary commuting flow is within a larger urban cluster of 10,000 to 49,999 residents
5. Census tract is within a micropolitan area *and* has higher primary commuting (30% or more) to a larger urban cluster of 10,000 to 49,999 residents
6. Census tract is within a micropolitan area *and* has lower primary commuting (10-30%) to a larger urban cluster of 10,000 to 49,999 residents

**SMALL TOWN:**

7. Census tract has a primary commuting flow *within* a small urban cluster of 2,500 to 9,999 residents
8. Census tract has higher primary commuting (30% or more) to a small urban cluster of 2,500 to 9,999 residents
9. Census tract has lower primary commuting (10-30%) to a small urban cluster (2,500 to 9,999 residents)

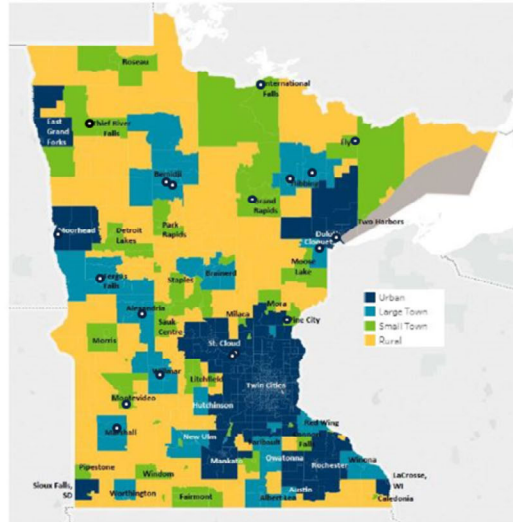
**RURAL:**

10. Census tract has a primary commuting flow outside of urban areas and urban clusters

***Taken from: Minnesota State Demographic Center report "Greater***

***Minnesota: Refined & Revisited” (January 2017)***

## Understanding Locale: Urban, Large Town, Small Town, Rural



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



This map aggregates the 10 RUCA regions into four geography types (Urban, Large Town, Small Town, Rural) to better understand the differences seen in the populations in “Greater Minnesota”.

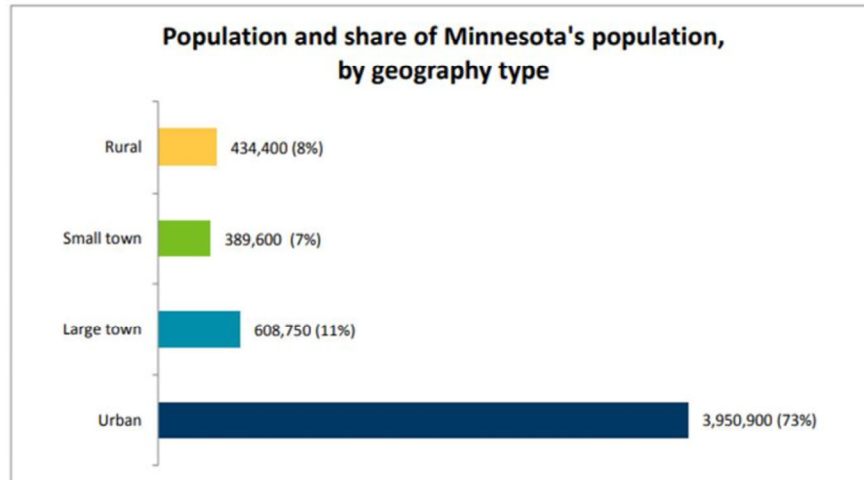
**URBAN:** 50,000 residents or more

**LARGE TOWN:** situated in a micropolitan, with 10,000 to 49,999 residents

**SMALL TOWN:** 2,500 to 9,999 residents

**RURAL:** fewer than 2,500 residents

## Understanding Locale: Population Share



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center

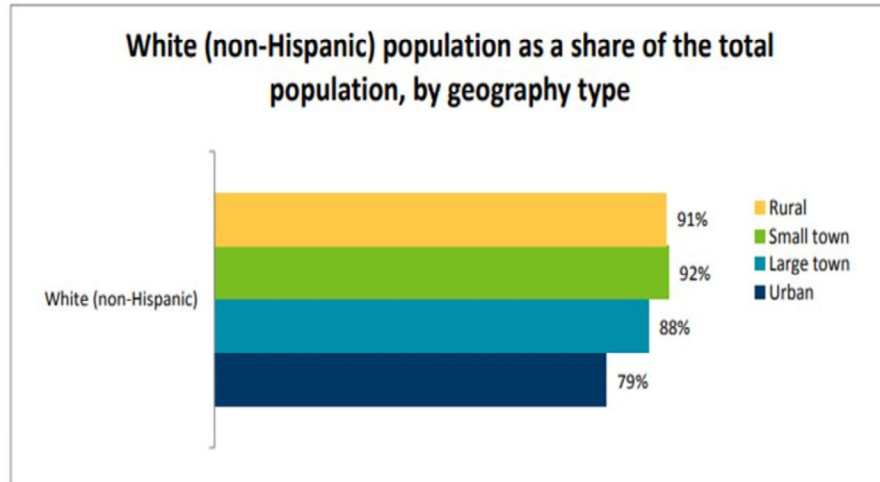


### **More than 7 in 10 Minnesotans lives in an urban area, yet 434,000+ live in (remote) rural areas:**

- About 73% of Minnesota's population, numbering more than 3.9 million people, lives in an urban geography.
- Eleven percent, or nearly 609,000 people, lives in or nearby large towns with 10,000-49,999 residents.
- Another 7%, or nearly 390,000 people lives in or nearby small towns with 2,500-9,999 residents, while 8% of Minnesota's population, representing more than 434,000 people, lives in more remote rural areas.

***Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)***

## Understanding Locale: White Population



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



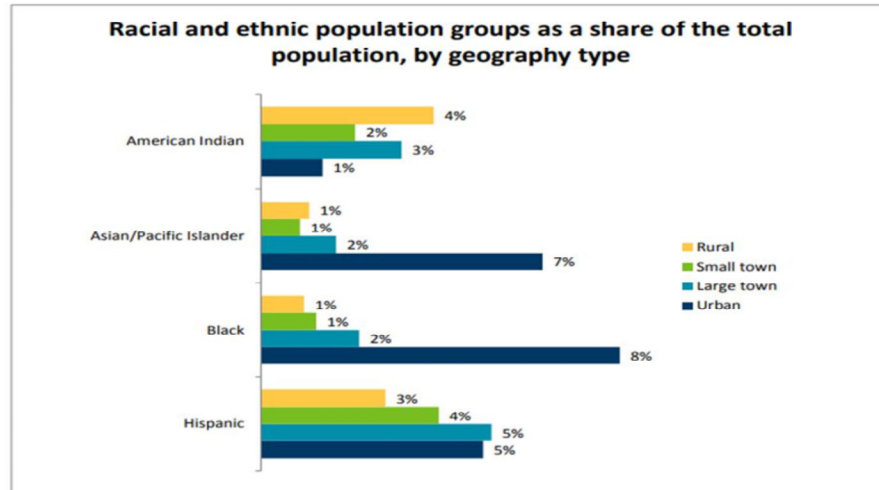
### Racial and cultural diversity differences

- In urban areas, 79% of residents are White (non-Hispanic), while in small towns and rural areas White residents make up greater than 90% of the population
- About three-fourths or slightly more of all residents in rural, small town, or large town areas were born in Minnesota, compared to two-thirds of urban residents
- Eighty-nine percent of all immigrants residing in Minnesota live in urban communities

***Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)***



## Understanding Locale: Indigenous and Communities of Color Populations



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center

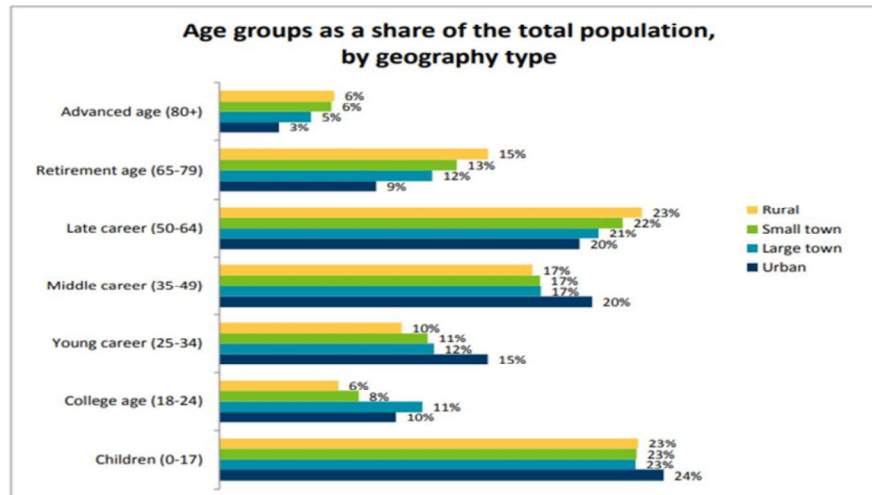


### Racial and cultural diversity differences

- Black and Asian/Pacific Islanders represent a higher proportion of the population in urban areas, but only 1-2% of the population in large town, small town or rural areas.
- Hispanic populations are equally represented in urban and large town areas, with smaller populations in small town and rural areas.
- American Indian populations represent only 1% of the population in urban areas, with the largest share of American Indians (4%) being found in rural areas.

***Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)***

## Understanding Locale: Population by Age



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



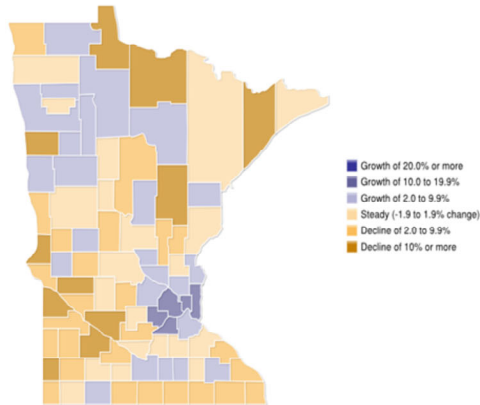
### Older residents more common in non-urban areas

- While 32% of urban Minnesotans are age 50 or above, that rate rises to 38% of large town residents, 41% of small town residents, and 44% of rural Minnesotans— which heralds concern for the future workforce in our state’s smaller communities.
- In addition, residents of rural and small town Minnesota are more than twice as likely to be age 80 or older than residents in urban parts of the state.
- More than 1 in 20 residents in rural and small town areas are 80+ presently, and given the high shares in the 65-79 age group, these rates and numbers are anticipated to continue rising.

***Taken from: Minnesota State Demographic Center report “Greater Minnesota: Refined & Revisited” (January 2017)***

## Understanding Locale: Population Change

Projected population change  
By county, 2018-2030



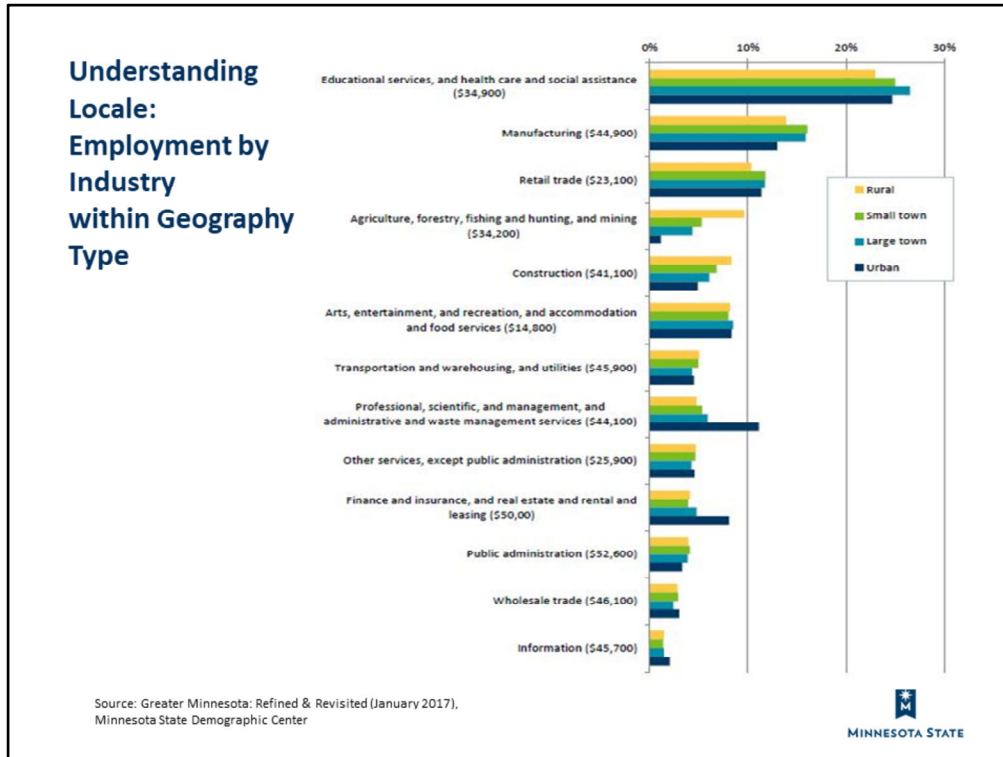
Source: Compiled by Minnesota Compass:  
<https://www.mncompass.org/demographics/population#i-11450-g>



**Population growth** over the next decade is forecast to vary greatly by region as well.

- Counties with urban areas or large cities are expected to see significant growth, particularly around the Twin Cities metro.
- Eleven counties are expecting declines of 10% or more in population by 2030.
- Another 26 counties are expecting declines of 2.0 - 9.9%.

***Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)***



This graphic shows the number of workers employed in each industry across the four geography types. Understanding the industries that provide the greatest employment can help community leaders and policymakers understand both strengths and vulnerabilities that result from industry-related trends, and work toward diversifying their economy to better weather economic downturns or shocks that fall heavily on any one particular industry.

Unsurprisingly, workers in rural areas are far more likely to be employed in the *agriculture, forestry, fishing and hunting, and mining* industry

- Ten percent of all rural residents work within this agricultural and natural resources industry, compared to 5% of workers residing in small towns, 4% in large towns, and just 1% of urban residents.

The *educational services, and health care and social assistance* industry is the most common among rural workers, employing 23% of rural residents.

- This industry also employs the largest percentage of workers across all other geography types—covering 25% of small town and urban resident workers, and 27% of large town resident workers.
- Other industry differences are evident across the four geography types, such as rural residents having the highest representation in the construction industry (8% of workers).

Small and large town workers have the highest representation within the manufacturing industry (16% of total employment for each geography type), which falls to 14% of rural residents' employment share and 13% of urban residents' employment.

Between 10 and 12% of workers living within each geography type is employed in the *retail* industry, and about 8 to 9% in each is employed in the *arts, entertainment, and recreation, and accommodation and food services* industry.

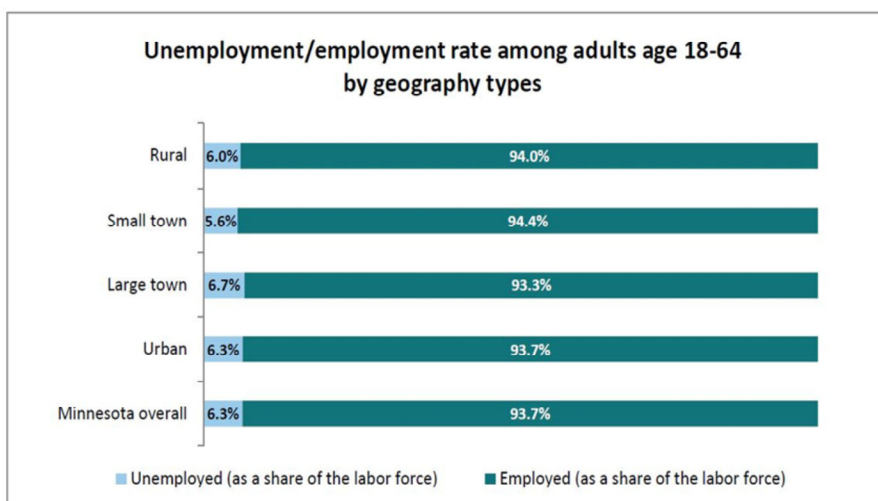
- Statewide, workers in these two industries report the lowest median (midpoint) annual earnings of all 13 industries, at \$23,100 and \$14,800, respectively.
- It is important to note that workers across all geography types have a fairly similar likelihood of being employed within these two typically low-paying industries—at about 1/5th of all workers in all areas.

Workers who reside in urban areas have a far greater share in two particular industries— *professional, scientific, and management, and administrative and waste management services* (11% of employment) and *finance and insurance, and real estate and rental and leasing* (8% of employment).

- Both of these industries have higher annual median wages, at \$44,100 and \$50,000, respectively.

***Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)***

## Unemployment



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



While places of Minnesota along the rural to urban continuum differ in their employment offerings, strong labor force involvement among the age 18-64 population is evident across all geography types. This also speaks to high demand for child care for parents of young children statewide.

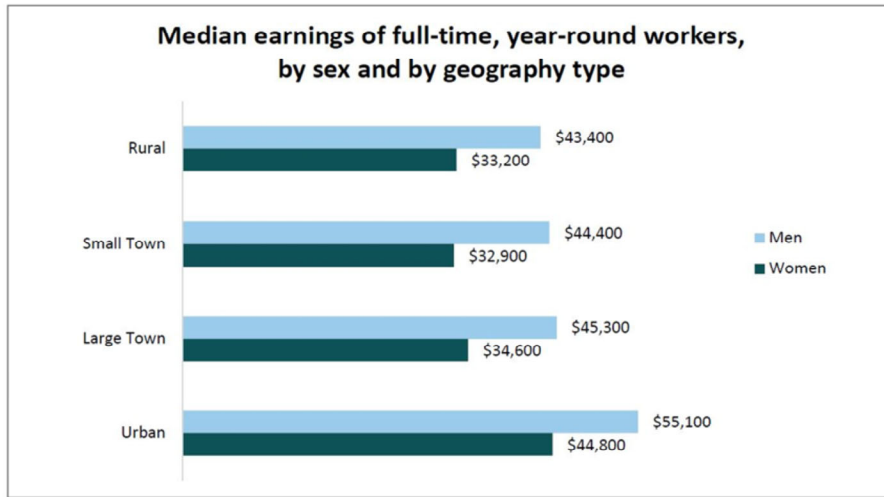
- Urban areas had a slight edge with 84% labor force participation, while rural and large town areas participated at 82% and small towns at 81%.
- Individuals do not participate in the labor force for a variety of reasons, including being a full-time caregiver, having health or disability challenges that prevent working, being discouraged by one's work prospects, or being a full-time student.

The unemployment rate, as it is typically calculated, examines only those who are participating in the labor force, and divides that group into workers who are employed and those who are not employed but seeking work.

- Across the four geography types, the unemployment rate was fairly similar.
- However, small town areas enjoyed the lowest unemployment rate at 5.6%, while large towns had the highest rate at 6.7%, with rural areas (6.0%) and urban areas (6.3%) falling in between.
- While some places within these broad groups may have had divergent economic fortunes, **we do not find salient differences in unemployment rates across the four geographies.**

***Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)***

## Earnings



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



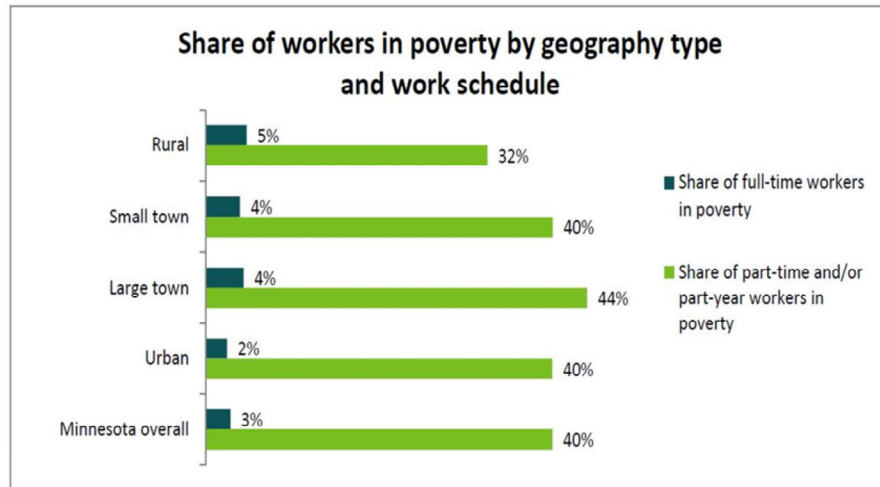
When we compare the median annual earnings for all workers who have a full-time (35+ hours per week) and year-round schedule, we see few differences across the three non-urban geography types, but a large leap in median earnings for urban residents.

- Half or more of all men working a full-time schedule in rural, small town, or large town Minnesota earn less than about \$45,000.
- Half or more of all women working a full-time schedule in rural, small town, or large town Minnesota earn less than about \$35,000.
- Urban workers' median earnings are about \$10,000 or slightly more higher than all other geography types. This earnings advantage by urban dwellers holds for both men and women, and is due to in part to a greater percentage of urban workers finding employment in higher paying industries (as seen previously).
- Male workers' median earnings are about \$10,000 or more greater than female workers' earnings, regardless of geography type.



***Taken from: Minnesota State Demographic Center report “Greater Minnesota: Refined & Revisited” (January 2017)***

## Poverty



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



### Economic security and poverty for workers and residents

Residents of the four geography types currently experience a different mix of jobs opportunities, and median earnings differ for workers across these areas, with urban-residing workers overall earning a premium for their full-time, year-round work relative to workers living in non-urban areas. This earnings differential also appears in workers' relative likelihood of experiencing poverty despite significant work effort.

- Rural, small town, and large town residents who work a full-time schedule are two or more times more likely to live in poverty than urban residents who do so.
- Residents of rural Minnesota are the least likely to be rescued from poverty by full-time, year-round work, with 1 in 20 such workers living in poverty (5%).
- Small and large town residents working a full-time job schedule fare only slightly better, with 1 in 25 of these workers (and their families, if they have them) also living below the official poverty line.

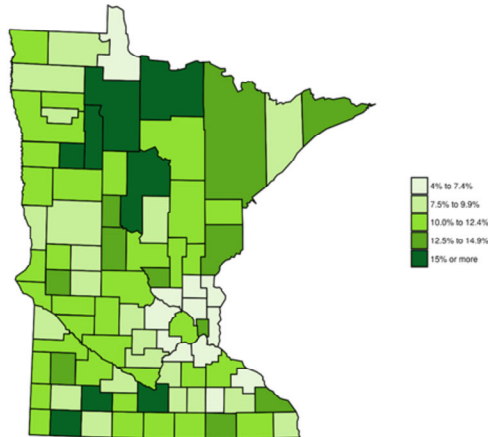
Among those who work part-time and/or part-year (a variegated mix of work schedules), rural areas are the least likely to live in poverty, with just over 3 in 10 doing so.

- A higher likelihood of about 4 in 10 small town and urban residents who work part-time live in poverty.
- Large town residents working part-time have the highest poverty rate, at 44%. This may be picking up some of the significant college-student presence in these communities, as many work part-time work schedules and do not have earnings sufficient to lift them above the poverty line (despite access to their parent(s)'s economic resources, in many cases).

***Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)***

## Understanding Locale: Poverty Rates

Percent of population in poverty, 2017



Source: Compiled by the Center for Rural Policy & Development;  
[https://center-for-rural-policy.shinyapps.io/Rural\\_Atlas/](https://center-for-rural-policy.shinyapps.io/Rural_Atlas/)

U.S. Census - Decennial Census & ACS 5-year

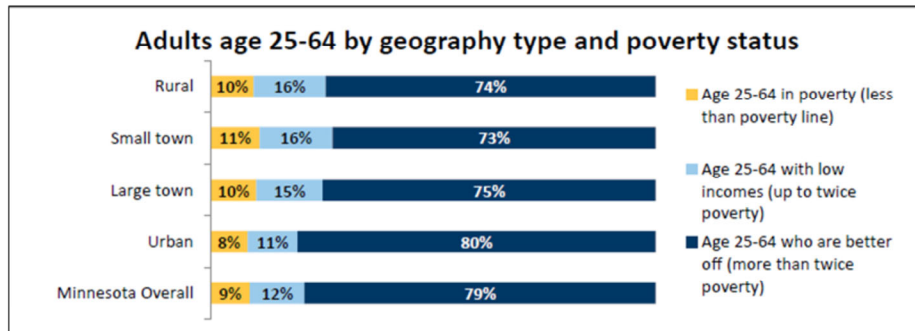


The percentage of Minnesotans below the poverty rate was 10.5% in 2017. This rate has been declining since the recession.

The highest poverty rates are in greater Minnesota, particularly in the northern part of the state. However, considering total county populations, while the percent in poverty might be lower in urban areas, the actual count of people in poverty is higher in urban areas than greater Minnesota.

Taken from: [https://center-for-rural-policy.shinyapps.io/Rural\\_Atlas/](https://center-for-rural-policy.shinyapps.io/Rural_Atlas/)

## Poverty Among Adults Aged 25-64 years old

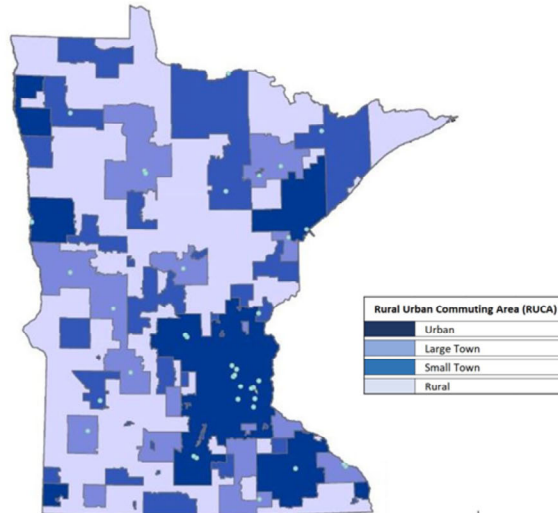


Across all age groups, urban Minnesotans are less likely to live in poverty than their non-urban counterparts. The graphic above shows the percentage of children (under age 18), adults age 25-64, and older adults (age 65+) who live below the official poverty line, as well as up to twice the poverty line (which many researchers consider to be still experiencing economic hardship).

- Between 17 and 18% of all children in rural, small town and large town Minnesota live in poverty, compared to 14% of children living in urban settings.
- Non-urban children are also between 5 and 9 percentage points more likely to live above the poverty line but below twice the poverty line, than urban children.
- Adults age 25-64 have lower poverty rates than children across all geography types in Minnesota. Eight percent of urban-dwelling adults in this age band live in poverty, which rises to 10% for rural and large town residents, and 11% for small town residents.

***Taken from: Minnesota State Demographic Center report “Greater Minnesota: Refined & Revisited” (January 2017)***

## Understanding Campus Locale: Urban, Large Town, Small Town, Rural



Source: Greater Minnesota: Refined & Revisited (January 2017).  
Minnesota State Demographic Center



This graphic locates Minnesota State colleges and universities within RUCA areas. Although many of our campuses serve rural communities, none are themselves located in areas designated as rural.

## Minnesota State Students: Students of Color and Indigenous Students

Rural Urban Commuting Area*	Total	Students of Color	%SOC
Urban	164,080	54,508	33%
Large Town	60,112	9,119	15%
Small Town	15,094	2,977	20%
Rural	0	0	NA
<b>Total</b>	<b>239,286</b>	<b>66,604</b>	<b>28%</b>



As this table illustrates, there are significant proportions of students of color and American Indian students enrolled in Minnesota State colleges and universities across the state.

- Though the heaviest concentration of students of color and American Indian students are found in the urban areas, the diversity in both large and small towns continues to grow and represents a significant proportion of those communities.



## Minnesota State Students: Pell Eligible Students

Rural Urban Commuting Area*	Total	PELL Eligible	%Pell Eligible
Urban	164,080	19,048	12%
Large Town	60,112	5,766	10%
Small Town	15,094	1,708	11%
Rural	0	0	NA
<b>Total</b>	<b>239,286</b>	<b>26,522</b>	<b>11%</b>



Interestingly, this table show that levels of poverty do not differ significantly across the RUCA categories. This stands in contrast to the distribution of poverty rates observed across the general population shown in Slide 24.

## Minnesota State Students: Degree-seeking Students

Rural Urban Commuting Area*	Total	Degree- Seeking	% Degree- Seeking
Urban	164,080	121,207	74%
Large Town	60,112	36,358	60%
Small Town	15,094	7,565	50%
Rural	0	0	NA
<b>Total</b>	<b>239,286</b>	<b>165,130</b>	<b>69%</b>



When examining educational intent across regions, we find students in non-urban areas less to be degree-seeking, in contrast to students in urban areas where nearly three-quarters of the students are degree-seeking.

## Minnesota State Students: Students Enrolled Online

Rural Urban Commuting Area <sup>2</sup>	Total	All or Mostly Online	% All or Mostly Online
Urban	164,080	43,331	26%
Large Town	60,112	16,829	28%
Small Town	15,094	4,857	32%
Rural	0	0	NA
<b>Total</b>	<b>239,286</b>	<b>65,017</b>	<b>27%</b>



This table illustrates online enrollment of Minnesota State students by RUCA designation. The data highlight the importance of online course delivery to all students, but in particular to those enrolled in Greater Minnesota.

- For students attending a Minnesota State college or university located in small town areas, nearly one third enroll in online coursework.

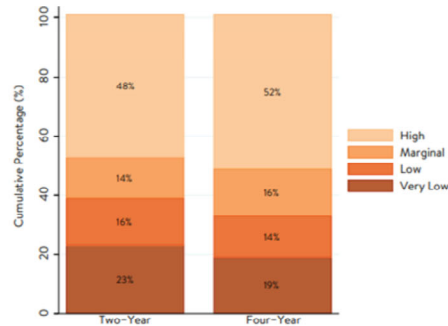
# Understanding the Need: What the Available Data Tell Us



## #RealCollege Survey: Food Insecurity

Across sectors, 37% of respondents were food insecure in the prior 30 days

Food Security Among Minnesota Survey Respondents



Source: 2018 & 2019 #RealCollege surveys

Notes: According to the USDA, students at either low or very low food security are termed "food insecure." For more details on the food security module used in this report, refer to the [web appendices](#). Cumulative percentages may not add up to 100 percent due to rounding.



### Food Insecurity

Food insecurity is the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner. The most extreme form is often accompanied by physiological sensations of hunger.

During the 30 days preceding the survey, approximately 39% of survey respondents attending two-year institutions experienced food insecurity, with 23% assessed at the low level and 16% at the very low level of food security

- About one in three respondents attending two-year institutions ran short on food, and 26% said that they went hungry, compared to 25% and 20% of respondents at four-year institutions, respectively

Approximately 33% of survey respondents attending four-year institutions experienced food insecurity

- 14% assessed at the low level and 19% at the very low level of food

security.

***Taken from: Minnesota State Colleges and Universities #RealCollege  
Survey Report, March 2020***

## #RealCollege Survey: Housing Insecurity

Across sectors, 48% of respondents were housing insecure in the previous year

Housing Insecurity Among Minnesota Survey Respondents

Two-Year		Four-Year
49%	Any item	43%
19%	Had a rent or mortgage increase that made it difficult to pay	18%
19%	Did not pay full amount of rent or mortgage	15%
20%	Did not pay full amount of utilities	13%
16%	Had an account default or go into collections	11%
16%	Moved in with people due to financial problems	13%
8%	Lived with others beyond the expected capacity of the housing	8%
7%	Left household because felt unsafe	5%
4%	Moved three or more times	4%
1%	Received a summons to appear in housing court	1%

Source: 2018 & 2019 #RealCollege surveys

Notes: In the above graph, the top percentage, "Any item," represents the rate of housing insecurity for all Minnesota survey respondents in 2018 and 2019. All other percentages represent 2019 rates. For more details on the housing insecurity module used in this report, refer to the [web appendices](#).



### Housing Insecurity

Among survey respondents at Minnesota State colleges and universities, 49% at two-year institutions and 43% at four-year institutions experienced housing insecurity in the past 12 months.

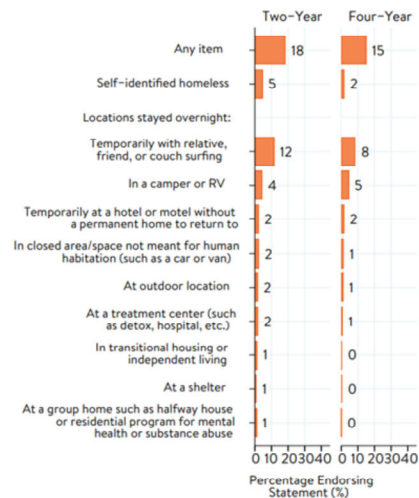
- The most commonly reported challenge is experiencing a rent or mortgage increase that made it difficult to pay (19% of students at two-year institutions and 18% at four-year institutions).
- Seven percent of survey respondents at two-year institutions and 5% at four-year institutions left their household because they felt unsafe.

***Taken from: Minnesota State Colleges and Universities #RealCollege Survey Report, March 2020***

## #RealCollege Survey: Homelessness

Across sectors, 18% of respondents were homeless in the previous year

Homelessness Among Minnesota Survey Respondents



Source: 2018 & 2019 #RealCollege surveys

Notes: In the above graph, the top percentage, "Any item," represents the rate of homelessness for all Minnesota survey respondents in 2018 and 2019. All other percentages represent 2019 rates. For more details on the homelessness module used in this report, refer to the [web appendices](#).



## Homelessness

Homelessness affected 18% of survey respondents at two-year institutions and 15% at four-year institutions in Minnesota.

- Five percent of respondents at two-year institutions self-identified as homeless; 13% experienced homelessness but did not self-identify as homeless.
- Two percent of respondents at four-year institutions self-identified as homeless; 13% experienced homelessness but did not self-identify as homeless. The vast majority of students who experienced homelessness temporarily stayed with a relative or friend, or couch surfed.

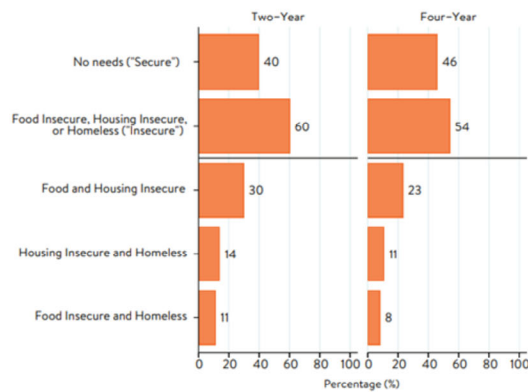
***Taken from: Minnesota State Colleges and Universities #RealCollege Survey Report, March 2020***



## #RealCollege Survey: Intersectionality

More than half of all students experienced one or more insecurities

Intersections of Food Insecurity, Housing Insecurity, and Homelessness Among Minnesota Survey Respondents



Source: 2018 & 2019 #RealCollege surveys

Notes: For more details on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).



**Overlapping Challenges:** students often experience basic needs insecurity in one or more forms, either simultaneously or over time. Students' overlapping challenges in the data demonstrate that basic needs insecurities are fluid and interconnected.

Among Minnesota students responding to the survey, 60% at two-year institutions experienced food insecurity, housing insecurity, or homelessness during the previous year, whereas 54% of four-year students did.

- Thirty percent of respondents from two-year institutions and 23% from four-year institutions were both food and housing insecure in the past year.

***Taken from: Minnesota State Colleges and Universities #RealCollege Survey Report, March 2020***

## #RealCollege Survey: Disparities by Racial or Ethnic Background

Disparities in Basic Needs Insecurities by Race and Ethnicity Among Minnesota Survey Respondents

Racial or Ethnic Background	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
American Indian or Alaska Native	242	54	64	27
Black	561	53	60	22
Hispanic or Latinx	312	49	60	25
Indigenous	105	67	74	43
Middle Eastern or North African or Arab or Arab American	58	48	57	16
Other Asian or Asian American	239	46	49	13
Pacific Islander or Native Hawaiian	34	50	65	21
Southeast Asian	170	46	54	11
White	4,165	32	43	17
Other	109	43	59	20
Prefer not to answer	67	45	55	34

Source: 2019 #RealCollege Survey

Notes: The "Number of Students" column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. Classifications of racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. For more details on how each measure of basic needs insecurity was constructed, see [web appendices](#).



Racial and ethnic disparities in security are evident. As the table above illustrates:

- White students have lower rates of food insecurity (32%) as compared to most of their peers; rates of food insecurity among Hispanic or Latinx (49%), Black (53%), and Indigenous (67%) students are higher (Table 1).
- Though rates are higher for housing insecurity than food insecurity, the disparities across racial and ethnic groups are similar. American Indian, Alaskan Native or Indigenous and Pacific Islander or Native Hawaiian students have the highest rates of housing insecurity. As with the other basic needs insecurities, rates of homelessness among White students are lower than most of their peers.

***Taken from: Minnesota State Colleges and Universities #RealCollege Survey Report, March 2020***

## Mental Health – College Student Health Survey and College Health Assessment II

### 2015 College Student Health Survey:

- Mental health was the number one public health issue on campus
- 33 percent of students reported a mental health diagnosis sometime in their lifetime compared to 25 percent of students in 2007
  - Anxiety and depression are the most frequently-reported mental health conditions.

### 2018 College Student Health Survey:

- 42% of participants reported experiencing a mental health issue.
- 56% of participants reported a mental health concern impacted their academic performance.

### 2019 ACHA-National College Health Assessment II

- Stress (34%) and anxiety (28%) were the most significant factors negatively impacting academic performance.



## Transportation Challenges

- Recent data from the College Board (2018) underscores the significant costs of transportation for an average commuter student, which accounts for 18% of their total living expenses.
- A national survey of 570 colleges and universities revealed four key transportation barriers experienced by students:
  - Cost and affordability
  - Routes, frequency and schedules
  - Housing and work proximity
  - Reliability and quality

Source: <https://www.dvp-praxis.org/wp-content/uploads/2018/02/Kresge-Higher-Education-and-Transportation-Brief.pdf>



## Student Parents and Child Care

- Public two-year student parent enrollment grew by 9 percent from 2004-12, and community colleges enroll the largest share of student parents
  - Nearly half of all student parents (45 percent), or approximately 2.1 million students, attend public two-year institutions
  - Student parents represent 30 percent of the total community college student body
- Four-year institutions saw an increase of 18 percent in student parent enrollment over the same period
  - The 1.1 million student parents enrolled at four-year institutions in 2012 comprise 23 percent of the total student parent population
- The availability of on-campus child care is declining nationally

Source <https://iwpr.org/wp-content/uploads/2017/02/C451-5.pdf>



Nationally, student parents—especially those who are single—have low rates of college completion when compared with non-parenting students.

- Only 27 percent of single student parents to attain a degree or certificate within 6 years of enrollment, compared with 56 percent of dependent students.

The availability of child care on campus has been declining over the past decade

- The share of community colleges reporting the presence of a campus child care center declined sharply—from 53 percent in 2004, to 44 percent in 2015—a particularly concerning trend due to the large share of parents enrolled in community colleges.
- At public four-year institutions, the availability of campus child care declined from a high of 55 percent in 2003-05 to just under half of all institutions in 2015 (Eckerson et al. 2016).

Source <https://iwpr.org/wp-content/uploads/2017/02/C451-5.pdf>

## Emergency Financial Support

- Financial emergencies often lead to early withdrawal during a semester and/or a break in enrollment that may be permanent
- Nationally, students' finances appear precarious, and susceptible to unexpected expenses that might derail their education
  - More than three out of five respondents (63 percent) indicated they would have trouble getting \$500 in cash or credit in case of an emergency

Source: <https://www.trelliscompany.org/student-finance-survey/>



# Minnesota State Response



## Collective Efforts to Address Basic Needs Insecurity

- A Basic Needs Security *Community of Practice* has been established, and has developed shared resources available to all campuses
- A Basic Needs Committee is being established under the Student Affairs Council, to develop recommendations for strengthening and scaling effective practices in addressing basic needs insecurity
  - The committee consists of extensive involvement from LeadMN and Students United, as well as campus representatives
- We continue to profile campus practices to bolster resources available in the *Community of Practice* online resource repository





## Collective Efforts to Address Basic Needs Insecurity

- Exploring a partnership with the United Way 411 program to increase tools available to colleges and universities in their work assisting students
- Partnering with the Office of Higher Education to provide students with relevant and personalized information about basic needs resources
- Offering a series of Basic Needs focused webinars focused on connecting students to resources such as SNAP and other community-based resources
- Exploring additional partnership opportunities with college dining services, and Metro Transit



## Campus Specific Efforts: Basic Needs Assessment

- 28 Minnesota State colleges and universities have engaged in basic needs focused assessment activity
  - The HOPE Center #RealCollege survey is the most common assessment activity implemented, with 22 colleges and universities participating in the survey in fall 2019
- Five colleges and universities have created additional assessment activities to measure basic need insecurity and the impact of programs and services implemented to address basic needs insecurity



## **Campus Specific Efforts: Food Insecurity**

- All Minnesota State colleges and universities have some form of program in place to help address food insecurity
- These programs include a food pantry or other program that provides food to students (such as mobile food pantries or making food available in common areas), or intentional partnerships with community organizations that address food insecurity



## **Campus Highlight: Food Insecurity**

### **Central Lakes College Food Pantry**

- Central Lakes College relocated, expanded, and rebranded their food pantry
- The College secured grants from Second Harvest North Central Food Bank and Crow Wing Energized to purchase refrigeration equipment and new shelving
- Through new partnerships with local Costco and Target stores, the food pantry at Central Lakes College now rescues an average of 2,500 lbs. of quality food each month and orders another 2,500 lbs. from Second Harvest North Central each month
- Central Lake College's #RealCollege survey data shows that the food-insecure student population decreased from 48% in 2018 to 41% in 2019



## Campus Highlight Food Insecurity: University Dining Services Efforts

University	Dining Contractor	Program
Bemidji State	Aramark	Implementing a program where students and the dining contractor will donate meals to students impacted by food insecurity.
MSU, Mankato	Sodexo	Leftover food is packaged and distributed to community program addressing food insecurity.
MSU, Moorhead	Sodexo	In discussion to implement a program where students can donate meals to students in need.
Southwest State	Chartwells	In discussion to implement a program in the near future.
St. Cloud State	Chartwells	Implemented a program where students and the dining contractor donate meal to students impacted by food insecurity.
Winona State	Chartwells	Implemented a program where students can use dining plan to donate food to a community program addressing food insecurity.

## **Campus Highlight: Housing Insecurity**

### **Simply Stearns – St. Cloud State University**

- St. Cloud State University re-opened Stearns Hall as an affordable and flexible housing option branded as “Simply Stearns”
- Rates start at \$404 per month (including high-speed internet and utilities)
- Flexible meal plan options are available to students living in Simply Stearns
- Other features have been specially designed to make on-campus living more affordable and flexible
- Simply Stearns remains open during all break periods to ensure housing remains secure and available for students



## Campus Highlights: Mental Health

- Mental Health Partnerships Grant Program
  - Minnesota State Community and Technical College expanding current partnership with a mental health provider to extend services to the Detroit Lakes and Wadena campuses
  - Rochester Community and Technical College expanding current partnership with a mental health provider to extend services from 20 hours a week on campus to 40 hours a week
- Telepsychiatry
  - With funding from a Minnesota State collaboration grant, St. Cloud State University and Minnesota State University, Mankato are pilot testing telemedicine to improve mental health care options for students in rural areas
    - Partners include Alexandria Technical and Community College, South Central College, Minnesota State University, Moorhead, and St. Cloud State University



## Campus Highlights: Mental Health

- Mental Health First Aid
  - Mental Health First Aid courses and trainings offered at numerous Minnesota State colleges and universities, with expansion of training opportunities forthcoming
  - Exploring the feasibility of establishing a Mental Health First Aid train-the-trainer experience to produce more trainers and expand opportunities for these trainings throughout the Minnesota State system





## Additional Opportunities in the area of Mental Health: Online Platforms

- **Learn to Live** – an online mental health platform that provides students with an opportunity to take a mental health assessment and work through a series of modules focused on common mental health concerns facing college and university students.
  - Implemented at Century College; Central Lakes College implementing in fall 2020
  - Additional six Minnesota State colleges and universities considering implementation of Learn to Live on a pilot basis for the fall of 2020, with goal of assess the effectiveness of the platform
- **Thriving Campus** – an online platform designed to help facilitate off campus referrals for students seeking mental health care from community- based providers
  - Provides a custom URL for each member college or university that includes the directory of off-campus providers and a help guide to assist students with selecting a provider and navigating insurance
  - Not yet implemented at any Minnesota State college or university, but under consideration by the counseling center director community and senior student affairs officers



## **Campus Highlight: Transportation**

### **Public Transportation Partnership – Ridgewater College**

- Ridgewater College partnered with Central Community Transit (CCT) to install a bus stop shelter near the main entrance to the building
- The College sells discounted bus passes to students in the campus bookstore
  - Students can charge the bus pass to their student account providing the opportunity for students to use financial aid to pay for the bus pass if the pass is purchased the week before classes begin
- CCT buses stop at the Ridgewater campus multiple times each day making stops at multiple housing complexes and shopping centers in the local area
- Bus routes on nights and weekends have been added as this service has evolved to meet demand



## **Campus Highlight: Support Student Parents**

### **Student Parent Center– Minneapolis Community College**

- Minneapolis College’s Student Parent Center (SPC) is a comfortable place where student parents/guardians can study, use computers, attend our Student Parent Group meetings and other events or simply relax, while on campus
  - Any student parent/guardian of minor children, who follows the SPC expectations and rules, may use the SPC
  - Students may be accompanied by their children while using the center or utilize the space on their own.
- The SPC provides child friendly activities and toys as well as snacks
- The center is not a daycare or drop-in site and children must be accompanied by a parent or guardian at all times
- The center also has a lactation room and diaper changing station



MINNESOTA STATE

**Campus Highlight: Community Resources**  
**Office of Social Navigation–Dakota County Technical College**

- The Office of Social Navigation was created in Fall 2017 and staffed with a Resources Navigator to address the overall basic needs and wellness of DCTC students
- Emergency grants and micro grants are available to students who are facing financial barrier or crisis
- In situations where campus resources are not enough, students are referred to community agencies such as 360Communities, Community Action Partnership (CAP), Goodwill, Salvation Army, Neighbors, Inc., and People Incorporated



**Campus Highlight: Community Resources**  
**Student Resource Center–Normandale Community College**

- Normandale Community College recently created a Student Resource Center, which is a safe space for students to get connected to resources related to basic needs like food, housing, childcare, transportation, and healthcare
- Students can make an appointment to meet with a trained student worker or can drop-in
- The Student Resource Center also hosts resource fairs, workshops, and brings community organizations on campus to make these resources more accessible to students



**Campus Highlight: Emergency Financial  
Random Acts of Kindness Emergency Grant – North  
Hennepin Community College**

- Funded by private donors, the program offers up to \$500 to students who are experiencing financial hardship and who have an unforeseen financial barrier.
- The Random Acts of Kindness Emergency Grant (RAK) provides assistance with car repairs, medical costs, childcare, transportation, food bills, and other unmet needs.
  - 59% of all requests were car repairs, gas, or transportation
  - 24% requiring urgent immediate rent support or face immediate eviction
  - 17% ranged from food, to additional unforeseen educational expenses, to a unique college impacted student scenario
  - 17 total requests, \$7000.82 disbursed
- Since 9/2/2011, 215 NHCC students have benefited from RAK with a total distribution of \$74,536.52



Each college and university in the Minnesota State system has a foundation that raises and distributes private funds to directly support students and programming.

33 foundations (25 colleges and 7 universities) offer emergency grant programs to support students who encounter financial hardship



For College, Community, and Justice

[HOPE4COLLEGE.COM](http://HOPE4COLLEGE.COM)

# Minnesota State Colleges and Universities #RealCollege Survey Report

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March 2020

## Executive Summary

Now in its fifth year, the #RealCollege survey is the nation's largest, longest-running annual assessment of basic needs security among college students. In the absence of any federal data on the subject, The Hope Center for College, Community, and Justice created the survey to evaluate access to affordable food and housing among college students.

This report describes the results of the #RealCollege survey administered in the fall of 2018 and 2019 at 28 of the 37 public two-year and four-year colleges and universities in Minnesota, a subset of the 227 institutions surveyed across the United States.

In 2018 and 2019, approximately 9,812 students from 25 two-year and three four-year colleges in Minnesota responded to the #RealCollege survey. The results indicate:

- 37% of respondents were food insecure in the prior 30 days
- 48% of respondents were housing insecure in the previous year
- 18% of respondents were homeless in the previous year

Compared to students attending two-year colleges elsewhere in the country, students surveyed in Minnesota's two-year colleges experience somewhat lower rates of food insecurity and housing insecurity, and a higher rate of homelessness. However, the rates of these challenges are still substantial. In addition, among the four-year college students surveyed in Minnesota, rates of housing insecurity are higher, while rates of food insecurity and homelessness are lower when compared to rates nationally.<sup>1</sup>

There is wide variation in rates of basic needs insecurity across institutions in Minnesota. As is true nationwide, basic needs insecurity continues to be more common for students attending two-year colleges than those attending four-year colleges. For example, housing insecurity rates for two-year colleges generally range between 38% and 58%. Students often marginalized in higher education are at greater risk of basic needs insecurity while attending Minnesota State colleges and universities. These groups include students identifying as Indigenous, American Indian or Alaskan Native, and Pacific Islander or Native Hawaiian; those identifying as nonbinary or transgender; and those who are former foster youth or returning citizens.

Minnesota State colleges and universities are taking steps to advance access to public benefits for their students. Our findings highlight the need for continued evolution of programmatic work to advance cultural shifts on college campuses, increased engagement with community organizations and the private sector, more robust emergency aid programs, and a basic needs-centered approach to government policy at all levels.



## Introduction

Most colleges and universities are striving to build enrollment and increase college completion rates. Their efforts include changes to student advising practices, the structure of academic programs and teaching, and the strategic use of scholarships. But until recently, few institutions identified basic needs insecurity as a significant challenge keeping students from obtaining credentials. In 2018, the U.S. Government Accountability Office (GAO) issued a report on food insecurity among college students stating that “increasing evidence indicates that some college students are experiencing food insecurity, which can negatively impact their academic success.” The GAO concluded that the “substantial federal investment in higher education is at risk if college students drop out because they cannot afford basic necessities like food.”<sup>2</sup>

The #RealCollege survey is one of 31 studies the GAO reviewed for its report. It assists college administrators, trustees, staff, faculty, and students, along with community partners, policymakers, and advocates, in understanding the prevalence and correlates of food and housing insecurity on college campuses across the nation. The report provides the most up-to-date evidence, and this year’s report includes other key factors affecting basic needs insecurity, including transportation and childcare. The data provide ample reason to center efforts to address students’ basic needs as institutions seek to become “student-ready” colleges where degree completion is common.<sup>3</sup>

Supporting students’ basic needs has many benefits for colleges and universities, especially in today’s difficult economic climate. Here are five key reasons why institutions are doing #RealCollege work. Addressing #RealCollege issues:

1. Boosts academic performance, helping the institution and its students retain federal financial aid. It also promotes retention and degree completion, helping the institution generate more tuition dollars and improving outcomes about which legislators care.
2. Reduces the barriers that returning adults face, boosting enrollment.
3. Makes the jobs of faculty and staff easier, as students are more able to focus on learning.
4. Creates bridges between the institution and community organizations, bringing new relationships and resources to bear. It also creates a productive opportunity for the private sector to engage with the institution to help create the graduates that everyone wants to hire.
5. Generates new philanthropic giving and create opportunities to engage alumni who do not have much but will happily contribute to emergency aid.

There are many paths to implementing programs and policies to support students’ basic needs, several of which are listed at the conclusion of this report. The Hope Center strongly recommends focusing on prevention, rather than only responding to emergencies, and finds that systemic reforms are far more effective than one-time solutions.

Minnesota has been making strides in addressing students' basic needs. In 2019 Governor Tim Walz signed a Hunger-Free Campus Act, which encourages campuses to establish food delivery systems (like food pantries), have a campus hunger task force, hold a hunger awareness event, provide information to students on programs that reduce food insecurity, and establish an emergency assistance grant for students. He also declared a College Food Insecurity Awareness Day in October 2019. In addition, the Minnesota Legislature established the Emergency Assistance for Postsecondary Students Grant Program in May 2017. This program provides funding and resources to Minnesota State colleges and universities with a demonstrable homeless population. Grant funds are intended to meet immediate student needs related to housing, food, and transportation that would otherwise prevent students from completing their term. Student advocacy, including via LeadMN, has been essential to securing this support.

Later this year, the federal government will—for the first time—begin assessing food and housing insecurity among students with the National Postsecondary Student Aid Survey, a step the Hope Center has long advocated. In addition, numerous other organizations have begun including similar assessments in their surveys, including the [Trellis Financial Wellness Survey](#), the [Community College Survey of Student Engagement](#) (survey questions now in the pilot stage), the [ACHA-National College Health Assessment](#), and the [CIRP Freshman Survey](#). In addition, some colleges and universities are integrating basic needs insecurity assessments into their early warning systems and institutional surveys. The Hope Center is heartened by this response and continues to provide technical support in several ways, including the publication of a guide for assessment tools.



## 2019 Findings Overview

This report presents findings from the 2018 and 2019 #RealCollege surveys on basic needs of students in Minnesota State colleges and universities. Section 1 presents the overall rates of basic needs insecurity across all survey respondents. Section 2 shows disparate rates of basic needs insecurity by specific groups of students. Section 3 describes the work and academic experiences of students with basic needs insecurity. Section 4 describes students' utilization of public assistance and on-campus supports. Section 5 contains concluding remarks and recommendations.

For more information on survey participants and methodologies used for this report, refer to the 2019 [web appendices](#) and the [2018 report](#).

### THE DATA

The data elements in this report were gathered using an online survey fielded to all enrolled students at participating colleges and universities. Colleges distributed the online survey to more than 93,900 enrolled students, yielding an estimated response rate of 10.5%, or approximately 9,810 total student participants. In this report, we drew on data from the 2018 and 2019 #RealCollege surveys for our key measures: rates of food insecurity, housing insecurity, and homelessness. More detailed breakdowns were based solely on data from the 2019 #RealCollege survey. For more information on how the survey was fielded and a discussion of how representative the results are, refer to the [web appendices](#).

The following Minnesota State colleges and universities participated in the fall 2018 & 2019 survey:

#### Two-year colleges

- Alexandria Technical & Community College (2019)
- Anoka Technical College (2019)
- Anoka-Ramsey Community College (2019)
- Central Lakes College Brainerd (2019)
- Central Lakes College Staples (2019)
- Dakota County Technical College (2019)
- Fond du Lac Tribal and Community College (2019)
- Hennepin Technical College (2018)
- Hibbing Community College (2019)
- Inver Hills Community College (2018)
- Itasca Community College (2019)
- Mesabi Range College (2019)
- Minneapolis Community and Technical College (2019)
- Minnesota State College Southeast (2019)
- Minnesota State Community and Technical College (2018 & 2019)
- Normandale Community College (2018)
- North Hennepin Community College (2018)
- Northland Community and Technical College (2019)
- Northwest Technical College (2019)
- Rainy River Community College (2019)
- Ridgewater College (2019)
- Riverland Community College (2019)
- Rochester Community & Technical College (2019)
- Saint Paul College (2019)
- St. Cloud Technical and Community College (2018 & 2019)

#### Four-year colleges

- Metropolitan State University (2018 & 2019)
- Minnesota State University Moorhead (2019)
- Southwest Minnesota State University (2019)

## SECTION 1: Prevalence of Basic Needs Insecurity

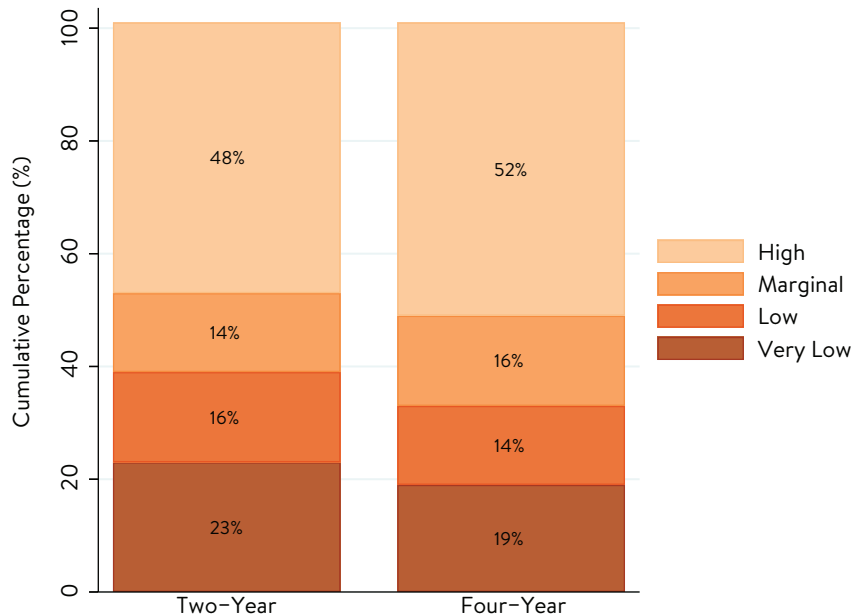
What fraction of students are affected by basic needs insecurity? This section examines the prevalence of food insecurity during the month prior to the survey, and the prevalence of housing insecurity and homelessness during the previous year.

### FOOD INSECURITY

**Food insecurity** is the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner. The most extreme form is often accompanied by physiological sensations of hunger. The survey assesses food security among students using the U.S. Department of Agriculture’s (USDA) 18-item set of questions.<sup>4</sup>

How prevalent is food insecurity among survey respondents at Minnesota State colleges and universities? During the 30 days preceding the survey, approximately 39% of survey respondents attending two-year institutions experienced food insecurity, with 23% assessed at the low level and 16% at the very low level of food security (Figure 1). Approximately 33% of survey respondents attending four-year institutions experienced food insecurity, with 14% assessed at the low level and 19% at the very low level of food security. About one in three respondents attending two-year institutions ran short on food, and 26% said that they went hungry, compared to 25% and 20% of respondents at four-year institutions, respectively (Figure 2).

**FIGURE 1. Food Security Among Minnesota Survey Respondents**



Source: 2018 & 2019 #RealCollege surveys

Notes: According to the USDA, students at either low or very low food security are termed “food insecure.” For more details on the food security module used in this report, refer to the [web appendices](#). Cumulative percentages may not add up to 100 percent due to rounding.

**FIGURE 2. Food Security Among Minnesota Survey Respondents**

Two-Year		Four-Year
42%	I couldn't afford to eat balanced meals.	39%
40%	I worried whether my food would run out before I got money to buy more.	34%
32%	The food that I bought did not last and I did not have the money to buy more.	26%
33%	I cut the size of meals or skipped meals because there was not enough money for food.	25%
31%	I ate less than I felt I should because there was not enough money for food.	24%
26%	I was hungry but did not eat because there was not enough money for food.	20%
24%	I cut the size of meals or skipped meals because there was not enough money for food (3 or more times).	18%
15%	I lost weight because there was not enough money for food.	10%
9%	I did not eat for a whole day because there was not enough money for food.	6%
6%	I did not eat for a whole day because there was not enough money for food (3 or more times).	3%

Source: 2019 #RealCollege Survey

Notes: For more details on the food security module used in this report, refer to the [web appendices](#).



## HOUSING INSECURITY AND HOMELESSNESS

**Housing insecurity** includes a broad set of housing challenges that prevent someone from having a safe, affordable, and consistent place to live. Housing insecurity among students was assessed with a nine-item set of questions the Hope Center developed, which looks at factors such as the ability to pay rent or utilities and the need to move frequently. The data show that many students are more likely to suffer some form of housing insecurity than to have all their needs met during college.

Among survey respondents at Minnesota State colleges and universities, 49% at two-year institutions and 43% at four-year institutions experienced housing insecurity in the past 12 months (Figure 3). The most commonly reported challenge is experiencing a rent or mortgage increase that made it difficult to pay (19% of students at two-year institutions and 18% at four-year institutions). Seven percent of survey respondents at two-year institutions and 5% at four-year institutions left their household because they felt unsafe.

**FIGURE 3. Housing Insecurity Among Minnesota Survey Respondents**

Two-Year		Four-Year
<b>49%</b>	Any item	<b>43%</b>
<b>19%</b>	Had a rent or mortgage increase that made it difficult to pay	<b>18%</b>
<b>19%</b>	Did not pay full amount of rent or mortgage	<b>15%</b>
<b>20%</b>	Did not pay full amount of utilities	<b>13%</b>
<b>16%</b>	Had an account default or go into collections	<b>11%</b>
<b>16%</b>	Moved in with people due to financial problems	<b>13%</b>
<b>8%</b>	Lived with others beyond the expected capacity of the housing	<b>8%</b>
<b>7%</b>	Left household because felt unsafe	<b>5%</b>
<b>4%</b>	Moved three or more times	<b>4%</b>
<b>1%</b>	Received a summons to appear in housing court	<b>1%</b>

Source: 2018 & 2019 #RealCollege surveys

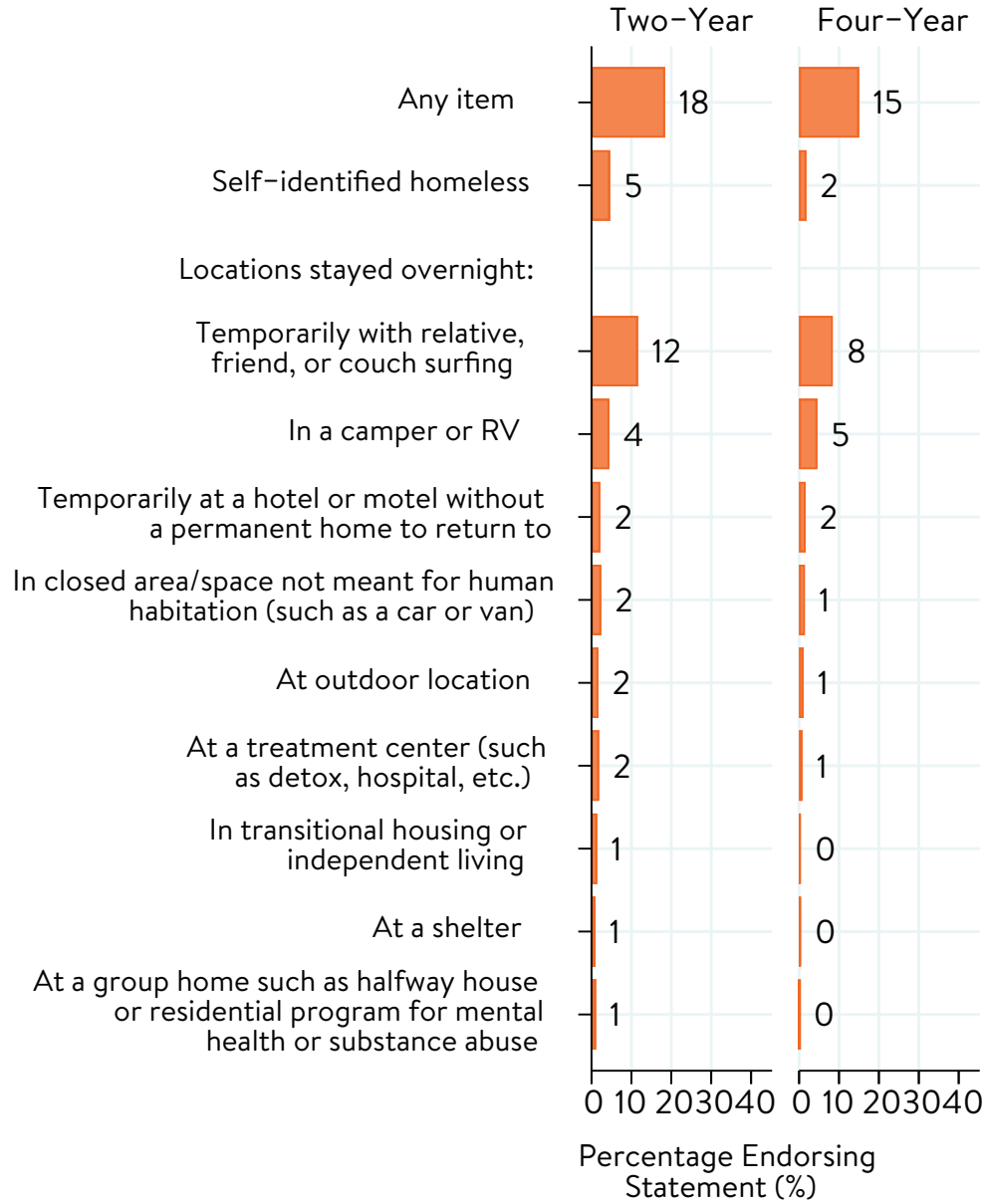
Notes: In the above graph, the top percentage, “Any item,” represents the rate of housing insecurity for all Minnesota survey respondents in 2018 and 2019. All other percentages represent 2019 rates. For more details on the housing insecurity module used in this report, refer to the [web appendices](#).

**Homelessness** means that a person does not have a fixed, regular, and adequate place to live. Students were identified as homeless if they responded affirmatively to a question asking if they had been homeless or they identified living conditions that are considered signs of homelessness. California State University researchers developed the tool used in this report to assess homelessness. Using an inclusive definition of homelessness that lets respondents self-identify both their status and living condition allows more students to receive the support they need, as well as aligning with the McKinney-Vento Homelessness Assistance Act.<sup>5</sup> A recent Brookings Institution study of K-12 students found that “academic outcomes for doubled-up homeless students and other homeless students are almost indistinguishable from one another.”<sup>6</sup>

How prevalent is homelessness? Homelessness affected 18% of survey respondents at two-year institutions and 15% at four-year institutions in Minnesota (Figure 4). Five percent of respondents at two-year institutions self-identified as homeless; 13% experienced homelessness but did not self-identify as homeless. Two percent of respondents at four-year institutions self-identified as homeless; 13% experienced homelessness but did not self-identify as homeless. The vast majority of students who experienced homelessness temporarily stayed with a relative or friend, or couch surfed.



**FIGURE 4. Homelessness Among Minnesota Survey Respondents**



Source: 2018 & 2019 #RealCollege surveys

Notes: In the above graph, the top percentage, “Any item,” represents the rate of homelessness for all Minnesota survey respondents in 2018 and 2019. All other percentages represent 2019 rates. For more details on the homelessness module used in this report, refer to the [web appendices](#).



## OVERLAPPING CHALLENGES

Students often experience basic needs insecurity in one or more forms, either simultaneously or over time. Students’ overlapping challenges in the data demonstrate that basic needs insecurities are fluid and interconnected.

Among Minnesota students responding to the survey, 60% at two-year institutions experienced food insecurity, housing insecurity, or homelessness during the previous year, whereas 54% of four-year students did (Figure 5). Thirty percent of respondents from two-year institutions and 23% from four-year institutions were both food and housing insecure in the past year.

**FIGURE 5. Intersections of Food Insecurity, Housing Insecurity, and Homelessness Among Minnesota Survey Respondents**



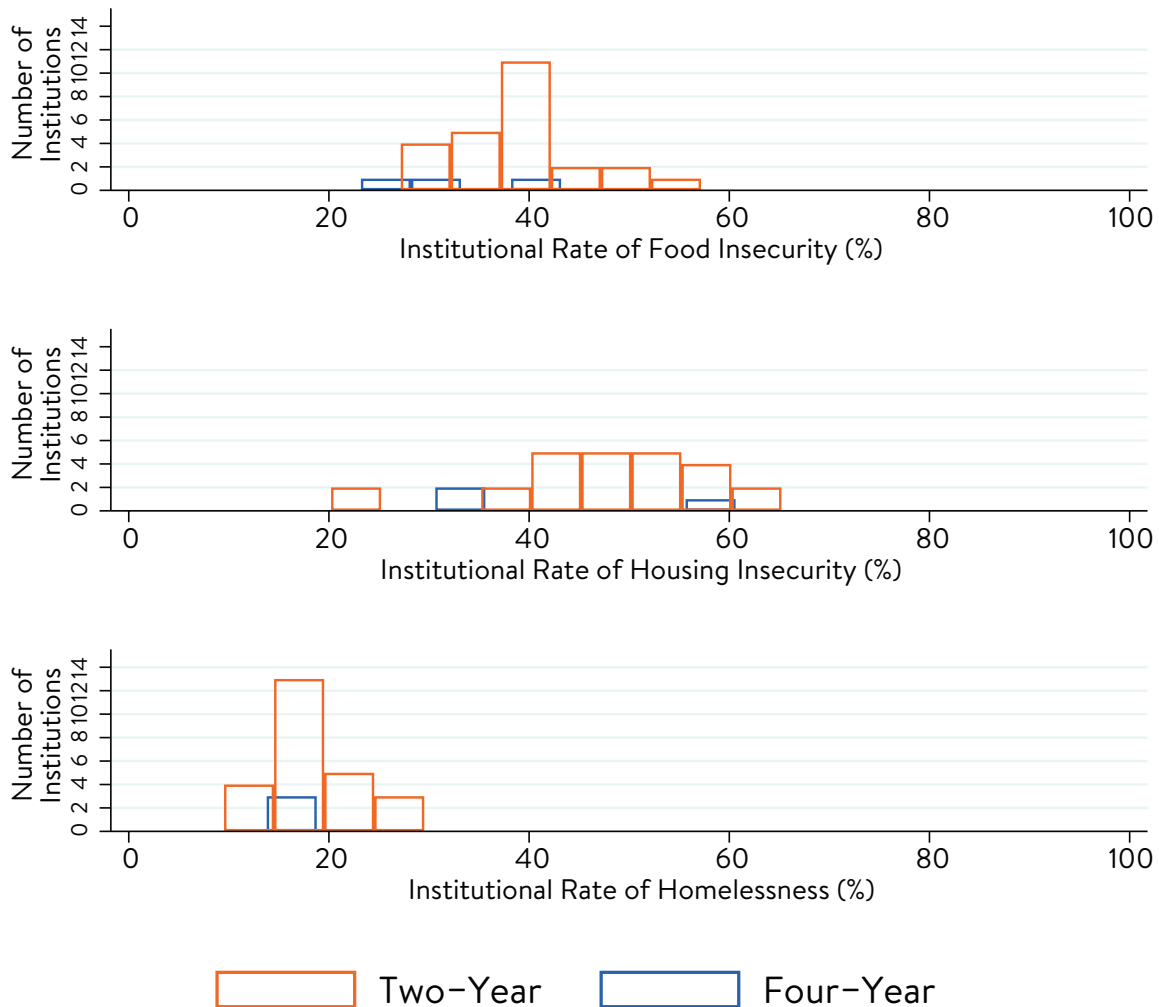
Source: 2018 & 2019 #RealCollege surveys

Notes: For more details on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).

## VARIATION BY INSTITUTION

Rates of basic needs insecurity vary not only in type and severity among students, but across institutions as well (Figure 6). There is wide variation in rates of basic needs insecurity across Minnesota State colleges and universities. This variation could be attributed to a number of factors, including regional differences across the state. Institution-level rates of food insecurity range between 27% and 53% at two-year institutions and between 23% and 42% at four-year institutions. Rates of housing insecurity vary widely across institutions as well: 20% to 65% of students attending two-year institutions experienced housing insecurity, as did 31% to 58% of students attending four-year institutions. Institution-level rates of student homelessness range from 10% to 28% at two-year institutions and from 14% to 16% at four-year institutions.

**FIGURE 6. Variation in Institutional Rates of Food Insecurity, Housing Insecurity, and Homelessness Among Minnesota State Colleges and Universities**



Source: 2018 & 2019 #RealCollege surveys

Notes: For more details on institutional rates shown in the figure above, refer to the [web appendices](#).

## SECTION 2: Disparities in Basic Needs Insecurity

The Hope Center’s prior work, as well as that of others, has consistently found that some students are at higher risk of basic needs insecurity than others.<sup>7</sup> This section highlights disparities in basic needs insecurity by student demographic, academic, or economic characteristics, as well as their life circumstances. Below we highlight several ways in which basic needs insecurity differs.

For more on demographic disparities and additional tables with information on survey participants, refer to the [web appendices](#).

Racial/ethnic disparities are evident. For example, White students have lower rates of food insecurity (32%) as compared to their peers; rates of food insecurity are higher among Pacific Islander or Native Hawaiian (50%), Black (53%), and Indigenous (67%) students (Table 1). Rates of housing insecurity are consistently higher than those of food insecurity and the patterns across groups are similar (Table 1). Students who identify as Indigenous or as American Indian or Alaska Native have the highest rates of homelessness, followed closely by Hispanic or Latinx and Black students; as with the other basic needs insecurities, White students have lower rates of homelessness than most of their peers.



**TABLE 1: Disparities in Basic Needs Insecurities by Race and Ethnicity Among Minnesota Survey Respondents**

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
<b>Racial or Ethnic Background</b>				
American Indian or Alaska Native	242	54	64	27
Black	561	53	60	22
Hispanic or Latinx	312	49	60	25
Indigenous	105	67	74	43
Middle Eastern or North African or Arab or Arab American	58	48	57	16
Other Asian or Asian American	239	46	49	13
Pacific Islander or Native Hawaiian	34	50	65	21
Southeast Asian	170	46	54	11
White	4,165	32	43	17
Other	109	43	59	20
Prefer not to answer	67	45	55	34

Source: 2019 #RealCollege Survey

Notes: The “Number of Students” column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. Classifications of racial/ethnic background are not mutually exclusive. Students could self-identify with multiple classifications. For more details on how each measure of basic needs insecurity was constructed, see [web appendices](#).



The rate of housing insecurity for students attending college full-time is 43%, while the housing insecurity rate for students attending part-time is 51%. Students that have spent more than three years in college are more likely to experience housing insecurity than those who have been in college for less than one year (Table 2).

**TABLE 2: Disparities in Basic Needs Insecurities by Enrollment Status Among Minnesota Survey Respondents**

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
<b>College Enrollment Status</b>				
Full-time (at least 12 credits)	3,920	36	43	17
Part-time (fewer than 12 credits)	1,777	36	51	18
<b>Level of Study</b>				
Undergraduate	4,383	37	46	17
Graduate	779	35	45	19
Non-degree	528	33	41	19
<b>Years in College</b>				
Less than 1	1,879	34	38	19
1 to 2	1,950	37	45	18
Three or more	1,869	38	53	16
Prefer not to answer	67	45	55	34

Source: 2019 #RealCollege Survey

Notes: The “Number of Students” column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. For more details on how each measure of basic needs insecurity was constructed, see [web appendices](#).



Students' basic needs insecurity varies with respect to their gender identity and sexual orientation (Table 3). Food insecurity and housing insecurity are lowest for male students; non-binary and transgender students have the highest rates of food and housing insecurity as well as homelessness.

**TABLE 3: Disparities in Basic Needs Insecurities by Gender Identity and Sexual Orientation Among Minnesota Survey Respondents**

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
<b>Gender Identity</b>				
Female	3,814	37	48	17
Male	1,344	32	38	19
Non-binary/Third gender	86	51	65	35
Transgender	72	51	64	28
Self-Describe	35	40	57	31
<b>Sexual Orientation</b>				
Heterosexual	4,277	34	44	16
Gay or Lesbian	152	47	57	24
Bisexual	488	43	57	24
Self-describe	154	51	61	25

Source: 2019 #RealCollege Survey

Notes: The Number of Students column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. Classifications of gender identity are not mutually exclusive. Students could self-identify with multiple classifications. For more details on how each measure of basic needs insecurity was constructed, see [web appendices](#).



In addition, particular life circumstances are associated with a higher-than-average risk of basic needs insecurity. Parenting students, former foster youth, and returning citizens are more likely to experience basic needs insecurity than their peers (Table 4). For example, 48% of parenting students experience food insecurity and 63% experience housing insecurity—rates of insecurity higher than their peers without children (33% and 41%, respectively). Nearly one third of returning citizens and former foster youth experience homelessness, almost double the average rate (18%).

**TABLE 4: Disparities in Basic Needs Insecurities by Student Experience Among Minnesota Survey Respondents**

	Number of Students	Food Insecurity (%)	Housing Insecurity (%)	Homelessness (%)
<b>Parenting Student</b>				
Yes	1,145	48	63	15
No	4,442	33	41	18
<b>Student has Been in Foster Care</b>				
Yes	257	57	73	33
No	4,928	35	44	17
<b>Student Served in the Military</b>				
Yes	60	38	52	17
No	5,055	36	45	18
<b>Student is a Returning Citizen</b>				
Yes	287	53	72	33
No	5,095	35	44	16

Source: 2019 #RealCollege Survey

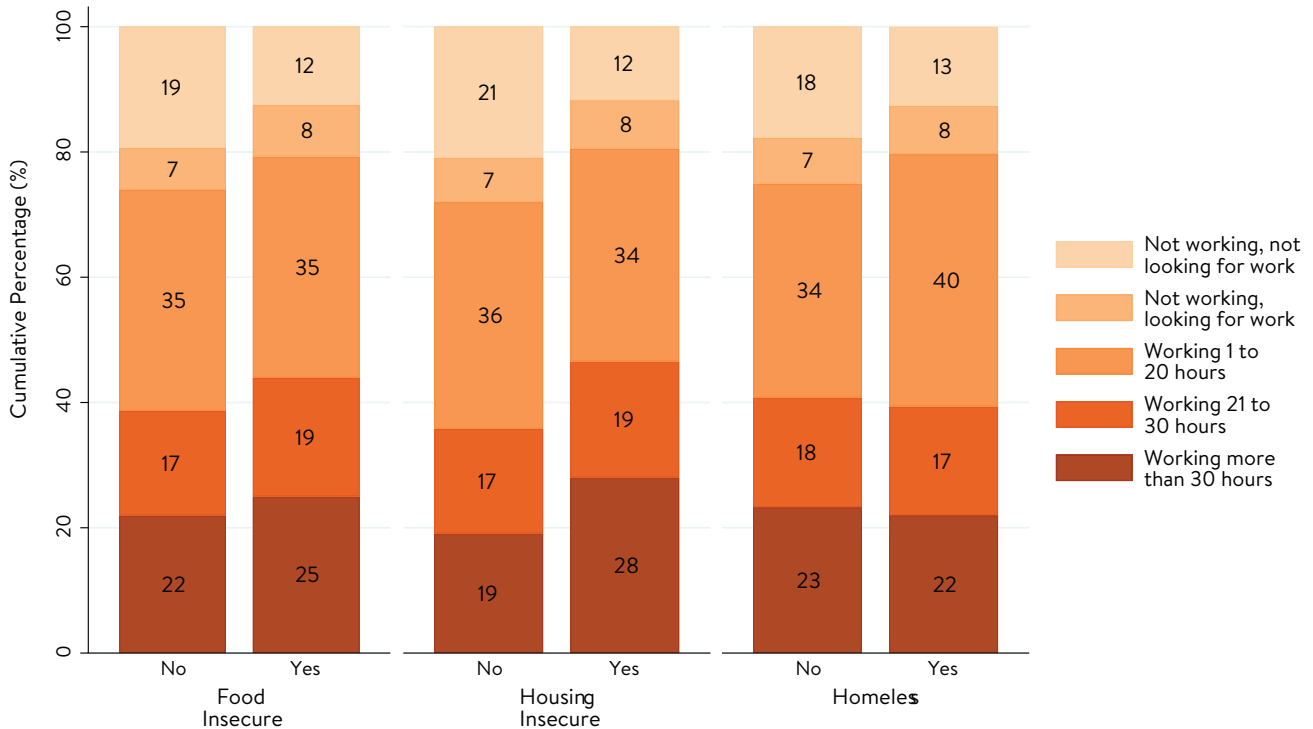
Notes: The Number of Students column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. Classifications of gender identity are not mutually exclusive. Students could self-identify with multiple classifications. For more details on how each measure of basic needs insecurity was constructed, see [web appendices](#).



## SECTION 3: Employment and Academic Performance

Students who experience basic needs insecurity are overwhelmingly active participants in the labor force. The majority (80%) of students who experience food insecurity, housing insecurity, and homelessness are employed (Figure 7). Among working students, those who experience basic food or housing insecurity often work more hours than other students.

**FIGURE 7. Employment Behavior by Basic Need Insecurity Status Among Minnesota Survey Respondents**

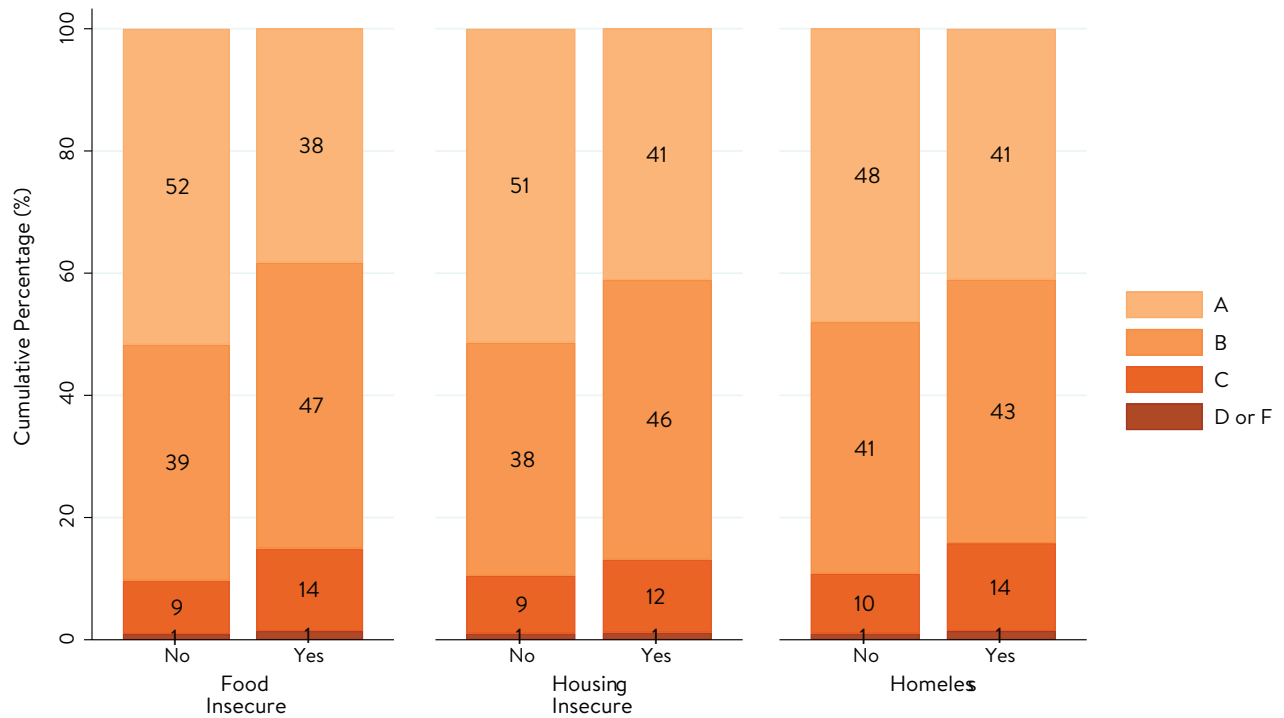


Source: 2019 #RealCollege Survey

Notes: Cumulative percentages may not add up to 100 percent due to rounding. Survey questions about work status and number of hours worked were administered to a subset of randomly selected respondents. For more details on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).



**FIGURE 8. Self-Reported Grades by Basic Need Insecurity Status Among Minnesota Survey Respondents**



Source: 2019 #RealCollege Survey

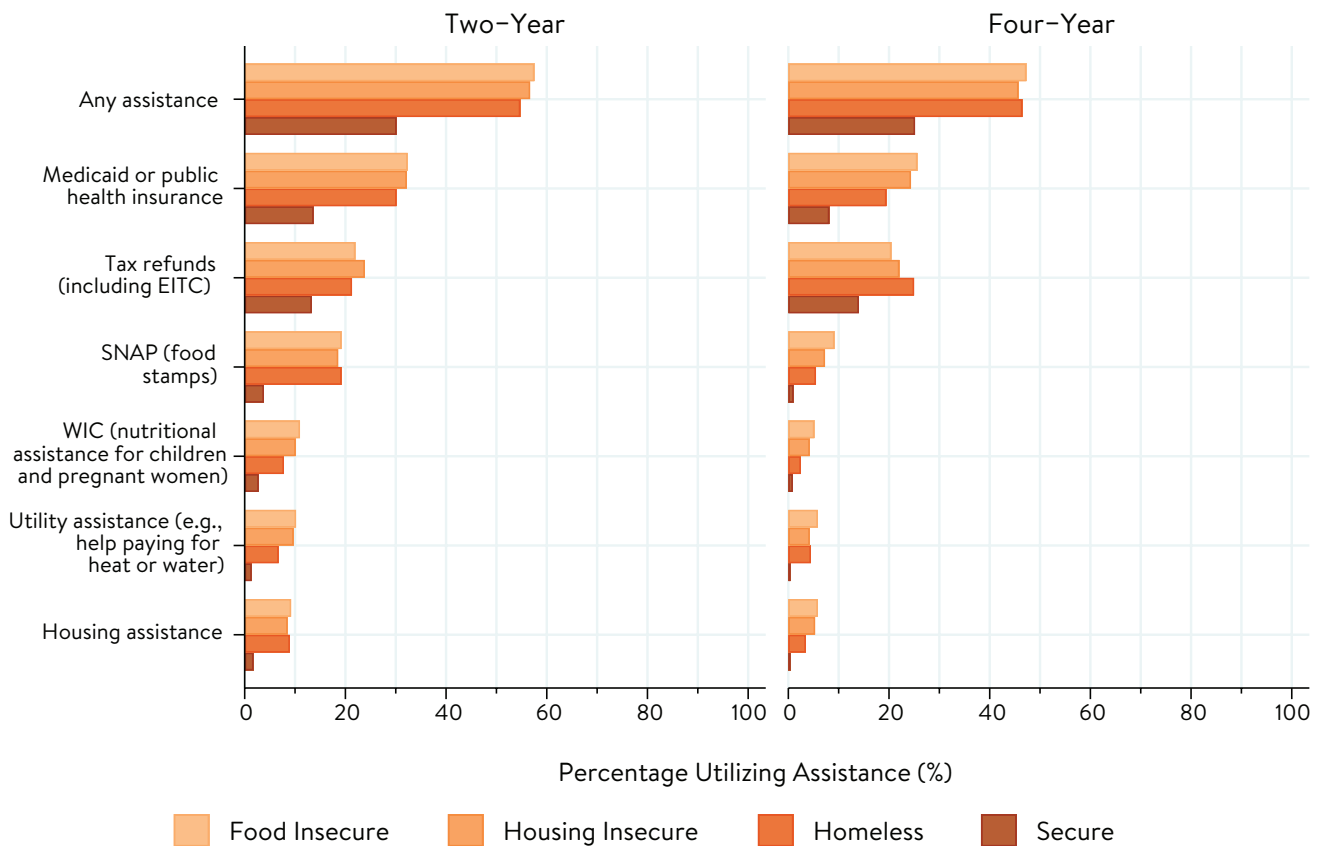
Notes: Cumulative percentages may not add up to 100 percent due to rounding. For more details on how each measure of basic needs insecurity was constructed, refer to the [web appendices](#).



## SECTION 4: Utilization of Supports

While supports for students exist on the federal, state, and college levels, results continue to show that many students who experience basic needs insecurity do not access them (Figure 9).<sup>8</sup> Medicaid or public health insurance, SNAP, and tax refunds are the benefits used most often by students surveyed in Minnesota, though they remain quite low given the needs of students responding. For example, 19% of food insecure students across two-year institutions receive SNAP benefits, while only 9% of four-year students do. Likewise, only 9% of students attending two-year institutions and 5% of four-year students who experience housing insecurity receive housing assistance. Thirty percent of students attending two-year institutions who experience homelessness utilized Medicaid or public health insurance, while only 20% of four-year students did. It is worth noting that across two and four-year institutions, students who are secure in their basic needs are still accessing public benefits, albeit at lower rates (30% and 25%, respectively) than students who are insecure.

**FIGURE 9. Use of Public Assistance According to Basic Needs Security Among Minnesota Survey Respondents**

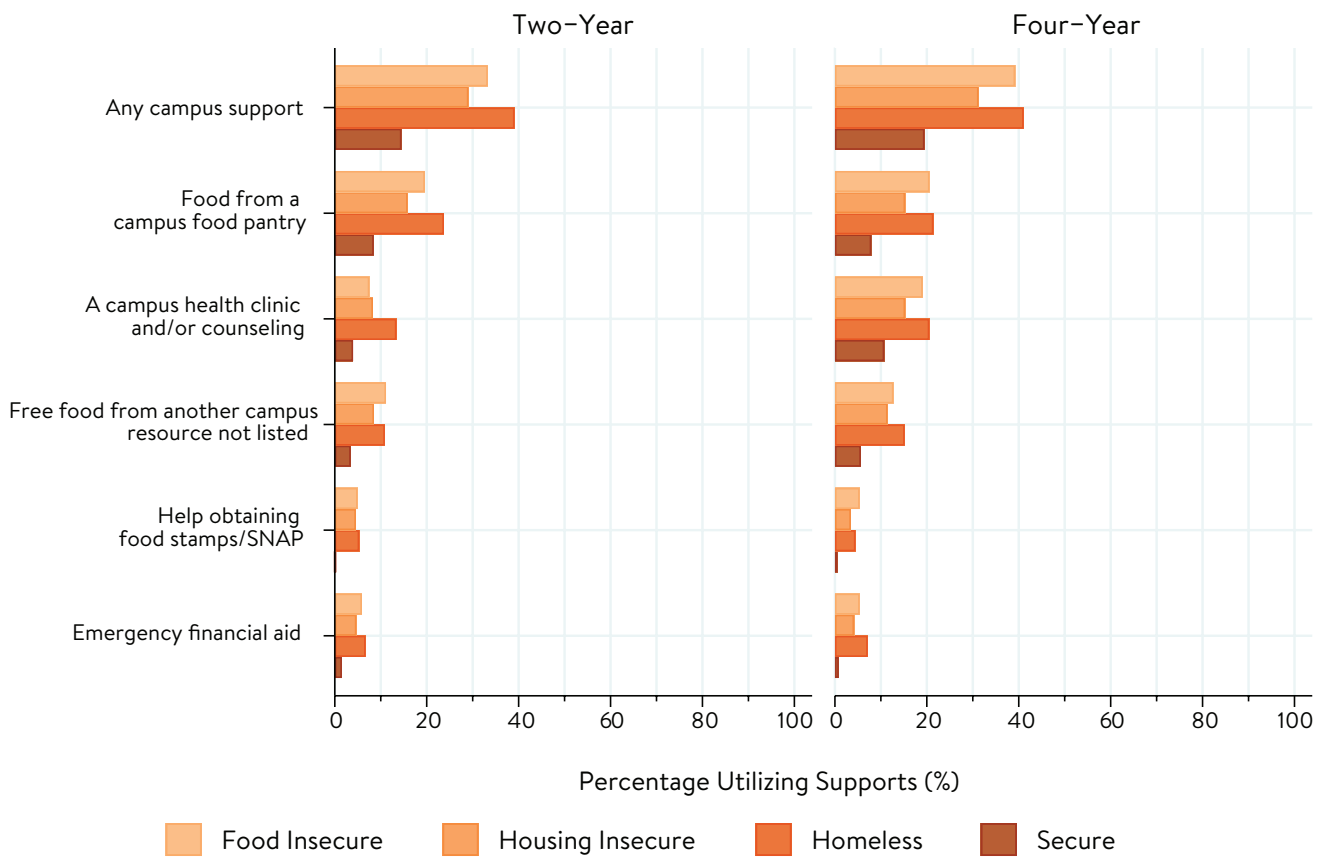


Source: 2019 #RealCollege Survey

Notes: Not all types of public assistance are included in the figure above. See [web appendices](#) for more details on how each measure of basic needs insecurity was constructed and rates of utilization for other types of public assistance.

A growing number of on-campus supports are being offered, but again, few students are accessing them (Figure 10). Of the students surveyed at participating Minnesota institutions, food from a campus food pantry, campus health clinic and/or counseling, and free food from another campus resource are the most commonly used on-campus supports. For example, about 20% of food insecure students used a campus food pantry.

**FIGURE 10. Use of On-Campus Supports According to Basic Needs Security Among Minnesota Survey Respondents**



Source: 2019 #RealCollege Survey

Notes: Not all types on-campus supports are included in the figure above. Survey questions about campus supports were administered to a subset of randomly selected respondents. See [web appendices](#) for more details on how each measure of basic needs insecurity was constructed and rates of utilization for other types of on-campus supports.

## SECTION 5: Conclusion and Recommendations

Clearly, basic needs insecurity is a substantial problem affecting many students. Providing support will help students and institutions thrive. Here are five ways for Minnesota to continue advancing its work in this area.

1. Assess the landscape of existing supports on campus, including food pantries, emergency aid programs, access to public benefits, and case managers. The Hope Center recommends paying close attention to the approaches to outreach, the requirements for eligibility, the data collected on numbers served, and the capacity (dollars, staffing, hours, etc.) of these efforts. Please see the Hope Center’s survey of campus food pantries for an example.<sup>2</sup>
2. Encourage faculty to add a [basic needs security statement](#) to their syllabus in order to inform themselves and their students of supports. Minnesota State colleges and universities also provides examples.
3. Continue to expand public benefits access for students, reducing administrative burden on students wherever possible.
4. Create a centralized basic needs website listing available supports, including:
  - How to access public benefits
  - How to reduce the cost of utilities
  - How to secure emergency aid
  - Where to find free food
  - Who to call if more comprehensive support is needed



5. Consider centralizing fundraising for and distribution of emergency aid across institutions, increasing efficiency and effectiveness and relieving campuses of unnecessary burdens. Many institutional emergency aid programs are relatively small and inadequately implemented. Common problems include:
- A lack of a student-friendly application process that minimizes hassles for both students and their colleges
  - Limited staff capacity and resources to do effective outreach, and challenges moving from selection of emergency aid to distribution of emergency aid quickly
  - Difficulty selecting recipients in an equitable and efficient manner while recognizing the implicit bias compromising interactions with students
  - Difficulty navigating the conditions Title IV places on emergency aid
  - Struggles maintaining strong positive relationships with students while necessarily having to say no to many requests

The Hope Center also offers the following additional supports for your efforts:

- An annual [national conference](#) focused on inspiration, education, and action
- An [assessment](#) of your campus supports for basic needs security
- [Guides and Tools](#) including how to assess basic needs on campus, a Beyond the Food Pantry series, and a digest of existing research on basic needs insecurity from around the country
- [Evaluations](#) of food and housing support programs

**The Hope Center thanks [LeadMN](#) and the [Minnesota State system](#) for making this report possible.**

## Notes and References

- <sup>1</sup> Baker-Smith, C., Coca, V., Goldrick-Rab, S., Looker, E., Richardson, B., & Williams, T. (2020). [\*#RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity\*](#). The Hope Center for College, Community, and Justice.
- <sup>2</sup> U.S. Government Accountability Office. (2018). [\*Food insecurity: Better information could help eligible college students access federal food assistance benefits\*](#). (GAO Publication No. 19–95) Washington, D.C.
- <sup>3</sup> Brown McNair, T., Albertine, S., Asha Cooper, M., McDonald, N., & Major, T., Jr. (2016). [\*Becoming a student-ready college: A new culture of leadership for student success\*](#). San Francisco: Jossey-Bass.
- <sup>4</sup> U.S. Department of Agriculture, Economic Research Service. (2012). *U.S. adult food security survey module: Three-stage design, with screeners*.
- <sup>5</sup> [\*The McKinney-Vento Homeless Assistance Act of 1987\*](#). Pub. L. No. 100–77, 101 Stat. 482 (1987).
- <sup>6</sup> Meltzer, A., Quintero, D., & Valant, J. (2019). [\*Better serving the needs of America’s homeless students\*](#). Brookings Institution.
- <sup>7</sup> Wood, J. L., & Harris, F. (2018). [\*Experiences with “acute” food insecurity among college students\*](#). *Educational Researcher*, 47(2), 142–145; Goldrick-Rab, S., Baker-Smith, C., Coca, V., Looker, E., & Williams, T. (2019). [\*College and university basic needs insecurity: A national #RealCollege survey report\*](#). The Hope Center for College, Community, and Justice; Crutchfield, R. & Maguire, J. (2018). [\*Study of student basic needs\*](#). Humboldt State University, Arcata, California.
- <sup>8</sup> One of the many reasons students do not take advantage of available assistance is the social stigma that accompanies such aid. See King, J. A. (2017). [\*Food insecurity among college students— Exploring the predictors of food assistance resource use \(Unpublished doctoral dissertation\)\*](#). Kent State University, Kent, Ohio; Allen, C. C. & Alleman, N. F. (2019). [\*A private struggle at a private institution: Effects of student hunger on social and academic experiences\*](#). *Journal of College Student Development*, 60(1), 52–69; Henry, L. (2017). [\*Understanding food insecurity among college students: Experience, motivation, and local solutions\*](#). *Annals of Anthropological Practice*, 41(1), 6–19; Ambrose, V. K. (2016). [\*It’s like a mountain: The lived experience of homeless college student \(Unpublished doctoral dissertation\)\*](#). University of Tennessee–Knoxville, Knoxville, Tennessee; Tierney, W. G., Gupton, J. T., & Hallett, R. E. (2008). [\*Transitions to adulthood for homeless adolescents: Education and public policy\*](#). Los Angeles: Center for Higher Education Policy Analysis, University of Southern California.
- <sup>9</sup> Goldrick-Rab, S., Cady, C., & Coca, V. (2018). [\*Campus food pantries: Insights from a national survey\*](#). The Hope Center for College, Community, and Justice.



MINNESOTA STATE

**OUTREACH AND ENGAGEMENT COMMITTEE**

**Oct. 20, 2020**

**10:00 AM**

**Virtual Meeting  
30 7<sup>th</sup> Street East  
St. Paul, MN**

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Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot. *Other board members may be present constituting a quorum of the board.*

**1. Minutes of January 29, 2020**

2. Partnership to support student mental health – Rochester Community & Technical College

Committee Members:

Dawn Erlandson, Chair

Alex Cirillo, Vice Chair

Asani Ajogun

Kathy Sheran

Cheryl Tefer

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President Liaisons:

Carrie Brimhall

Ginny Arthur



**Bolded** items indicate action is required.

**MINNESOTA STATE BOARD OF TRUSTEES  
OUTREACH AND ENGAGEMENT COMMITTEE  
JAN. 29, 2020**

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***Outreach and engagement Committee Members Present:*** Chair Dawn Erlandson, Trustees Louise Sundin, Ahmitara Alwal, Ashlyn Anderson, and Rudy Rodriguez.

***Other Board Members Present:*** Trustees Alex Cirillo, Jay Cowles, Robert Hoffman, Jerry Janezich, Roger Moe, April Nishmura, George Soule, Cheryl Tefer, Samson Williams, and Michael Vekich.

***Leadership Council Members Present:*** Chancellor Devinder Malhotra, Chief Marketing and Communications Officer Noelle Hawton.

The Minnesota State Colleges and Universities Outreach and Engagement Committee held a meeting on Jan. 29, 2020 in the 4<sup>th</sup> Floor McCormick Room, 30 7<sup>th</sup> Street East, St. Paul. Chair Dawn Erlandson called the meeting to order at 1:30 pm.

**1. Minutes of Nov. 19, 2020**

*Trustee Anderson moved and Trustee Alwal seconded that the minutes from the Nov. 19, 2019 meeting be approved as written. Motion carried.*

**2. Partnership for Teachers of Color Pathway**

**Presenters:**

Kumara Jayasuriya, President, Southwest Minnesota State University

Sonya Vierstraete, Professor of Education/Department Chair, Southwest Minnesota State University

Terry Gaalswyk, President, Minnesota West Community & Technical College

Kayla Westra, Dean of Institutional Effectiveness and Liberal Arts, Minnesota West Community & Technical College

Katie Clarke, Director of Teaching and Learning, District 518

Diana Anderson, President/CEO, Southwest Initiative Foundation

Nancy Fasching, Community Impact Director, Southwest Initiative Foundation

Trustees were given a presentation on the Southwest Minnesota Teacher Preparation Partnership, which is a career pathway model created by Worthington Public School District, Minnesota West Community and Technical College, Southwest Minnesota State University and the Southwest Initiative Foundation.

The partnership aims to increase the diverse pool of quality teacher candidates in the region. It also is focused on what it takes to support students who want to teach, especially students of color who aren't often seeing teachers who look like them in their classrooms.



Kayla Westra, Minnesota West Community and Technical College Dean of Institutional Effectiveness and Liberal Arts, said Worthington, a community of 13,000 people, has seen dramatic demographic changes in the last 35 years. Thirty different languages with 50 dialects are spoken in the community and more than 75 percent of the school district's elementary students are students of color. Currently only 3 to 5 percent of teachers and 9 to 13 percent of paraprofessionals in the district are diverse.

The changing demographics have caused them to become creative in removing the barriers diverse students interested in the teaching profession face. For example, college courses are being offered concurrently by Southwest Minnesota State University faculty. This allows students to complete coursework in their home community of Worthington without traveling or moving.

The teacher education pathway begins at Worthington High School, where 11th- and 12th-grade students are able to take a three-college-credit introduction to education course. Numbers for the class have increased yearly and now approximately 30 students are taking the course each time it's offered, Westra said. To date, 115 students have taken the course. Additional teacher education coursework, including college-level and concurrent classes, are being offered in the high school.

Katie Clark, Director of Teaching and Learning in the Worthington district, said they are working to embed cultural competency into the entire project. Research-based practices are being used to review every course in the curriculum to ensure it is culturally responsive. Diverse students who can see themselves reflected in the curriculum are more likely to pursue the teaching profession, she said.

One of the next barriers to resolve will be site-based student teaching residency opportunities, which are planned to begin in the fall of 2021, Sonya Vierstraete, professor of education at Southwest Minnesota State University, said. Clarke said they have overcome every barrier in this collaborative work so far and expressed confidence that any issues pertaining to site-based teacher residency will be resolved.

Trustee Sundin said she has experience with teacher residency programs and graduates with residency experience tend to be better-prepared and more skilled classroom teachers than those who graduate with traditional teacher preparation. She praised the work being done by this partnership.

Diana Anderson, President of the Southwest Initiative Foundation, said they became involved early in this partnership since innovative and collaborative programs such as this can be transformational. The foundation wanted to bring not only financial resources to the partnership, but also play a connecting role, she said.

The Southwest Initiative Foundation connected with the McKnight Foundation, since that organization has an interest in innovative educational models, Anderson said. As a result, the McKnight Foundation awarded a \$600,000 grant over two years to support the teacher partnership.

The Southwest Initiative Foundation is proud to be a part of making this partnership successful by alleviating financial barriers and supporting the cultural competency work, said Nancy Fasching, the foundation's community impactor director. They have worked to establish a community advisory committee that includes educators, families and residents to ensure that racially and culturally diverse community members help shape the program's future, she said.

Previous grants from the McKnight Foundation and Southwest Initiative Foundation have supported the planning efforts and launching of a Future Teachers of America Club at Worthington High School which helps expose and connect students to the teaching profession.

Noting the teacher shortage crisis in Minnesota, Southwest Minnesota State University President Kumara Jayasuriya said they are seeking new funding to replicate this teacher pathway model in other parts of the state. Westra added they are documenting their collaborative work so that it can be more easily shared.

Trustee Tefer urged participants to take their documentation to the next level by publishing it. Partnership participants should also consider making a presentation at the Association of Community College Trustees' Leadership Congress in Chicago this fall or at an upcoming event of the American Association of Community Colleges (AACC), Committee Chair Erlandson said.

Chancellor Malhotra said he has met with students in the program, as well as college, university, school district and foundation representatives, and the energy and excitement they exude for this collaboration is inspiring. He said their efforts will positively impact their region for decades to come.

### 3. Workforce Development Scholarship Update

#### **Presenters**

Noelle Hawton, Chief Marketing and Communications Officer

Mary Rothchild, Senior System Director for Workforce Development

Mike McGee, consultant for Workforce Development

John Madsen, President, Minnesota Precision Manufacturing Association

Steve Kalina, President and CEO, Minnesota Precision Manufacturing Association

Gabe Dalhoff, Student, Alexandria Technical and Community College

Mike Seymour, President, Alexandria Technical and Community College

Trustees were given an update on Workforce Development Scholarships, which are incentives for new students to enroll in high-growth, high-demand educational programs.

The Minnesota Legislature approved a \$1 million workforce development scholarship pilot program in 2017. Scholarships of \$2,500 were awarded to students entering Minnesota State colleges during the 2018-2019 academic year. The qualifying programs were advanced manufacturing, agriculture, health care, and information technology. A total of 417 students received scholarship funds.

The scholarship program was renewed in 2019. In the current 2019-2020 academic year, \$2 million was available to students pursuing degrees or certificates in the initial program areas, as well as in transportation and early childhood education. The scholarship program also has expanded to include adult students and third-year transfer students to one of the state universities.

A total of 650 students at colleges and universities received scholarship funds, a 56 percent increase over the prior academic year, Mary Rothchild, Senior System Director for Workforce Development, said. The largest number of scholarships, 48 percent total, have been awarded to students in healthcare programs, while 17 percent of scholarships went to students in Advanced Manufacturing and 14 percent to Information Technology students.

In the 2020-2021 academic year, the amount of scholarships will increase to \$6 million. Rothchild said students must meet eligibility criteria and preference may be given to students in financial need. Ten percent of a college or university's state scholarship funds must be matched 1:1 with private funds.

Colleges and universities are encouraged to leverage state-funded scholarships by fostering partnerships with campus supporters, local chambers of commerce and employers. Schools are able to use donor gifts and matching funds to augment state funds and increase the number or size of scholarship awards.

Rothchild said data on retention, degree completion, and employment outcomes related to the Workforce Development Scholarship program will be available in coming years.

Noelle Hawton, Chief Marketing and Communications officer, said scholarships were promoted to potential students in a variety of ways:

- Digital ads were viewed by an estimated 1.3 million people during a four-week marketing campaign. The largest sector viewing the digital ads were males in the 18-34 age group.
- The workforce scholarship landing page on the Minnesota State website had 8,500 page views. The average viewer spent 3 minutes on the web page reviewing information about the scholarships.

- Radio ads were broadcast throughout the state, including on Spanish-language stations.
- The Chancellor traveled throughout the state to promote the scholarships. In this effort he met with campus representatives, business, industry and community leaders, chamber representatives and newspaper editorial boards.

Gabe Dalhoff, a second-year college student at Alexandria Technical and Community College, said receiving a workforce development scholarship totally changed his financial outlook for college. As one of eight children raised on a farm, finances were extremely tight for his family and his home obligations didn't allow time for him to take a part-time job. With the financial help the workforce scholarship provided, he will be completing his degree in exercise science this May and will be able to work as a certified personal trainer.

Alexandria Technical and Community College President Mike Seymour said 25 scholarships were awarded this academic year. The scholarship money gave him an opportunity to engage his leadership team in identifying innovative ways to leverage the funds and strengthen partnerships.

Seymour said they reached out to ten area high schools, giving each two scholarships which will be awarded to students during spring honors programs. This is a way to promote the scholarships and identify potential students, he said. In addition, it is a way for the college to strengthen its partnership with these high schools.

Alexandria has a robust industrial sector filled with employers eager to hire skilled workers, Seymour said. In addition to offering donations and matching funds, some businesses have agreed to offer summer paid employment. This allows students to spend the summer earning money and gain experience in an industry they are pursuing, as well as getting a \$2,500 scholarship in the second year of their program.

The college has raised \$82,500 in matching funds to supplement workforce scholarships and students at the college next year, Seymour said.

Finally, the college has worked to attract more non-traditional students into programs in the advanced manufacturing and transportation programs by giving them a higher priority for scholarships.

Mike McGee, a consultant working with the scholarship program, said this program has been instrumental in assisting students financially, as well as creating a wave of excitement in designated industry sectors. The program has provided an opportunity for campus administrators and faculty to reach out to industry to reconnect and invigorate partnerships, he said.

There are other benefits as well, he said. For example, the scholarships will help boost the number of skilled workers available in professions facing critical worker shortages, such as early childhood and agriculture.

One sign of the impact these scholarships can have is the additional money coming from private sources to supplement the funds provided by the Legislature. Representatives from the Minnesota Precision Manufacturing Association (MPMA) presented the Board of Trustees with a \$30,000 donation during the meeting. This donation from the association will support students interested in entering the manufacturing industry.

Steve Kalina, president and CEO of MPMA, said his association has a long history of partnering with higher education, but they are refocusing their efforts on workforce development. They want to be more engaged, aggressive and focused on creatively partnering with higher education, he said. For example, manufacturers are working with college instructors to coordinate classroom instruction with on-the-job training as a way to accelerate skill progression.

Chancellor Malhotra thanked the MPMA representatives for the donation and for the association's continuing engagement and support of students interested in manufacturing. In the past, the relationship between businesses and higher education was largely transactional – colleges educated students and businesses hired them, he said. The current partnership with MPMA demonstrates this engagement has become more robust in three distinct ways:

- Making career and technical education more accessible and affordable to all students through donations and matching grants;
- Helping to expand the learning landscapes from the classroom to the workplace through programs such as paid summer job opportunities;
- Partnering with colleges to coordinate learning opportunities between the classroom and workplace, which will accelerate the student's ability to acquire credentials and degrees.

The meeting adjourned at 2:40pm  
Margie Takash, Recorder

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Outreach and Engagement Committee

**Date:** Oct. 20, 2020

**Title:** Partnership to support student mental health

**Purpose (check one):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input checked="" type="checkbox"/> Information             |   |

**Brief Description:**

Representatives from Rochester Community and Technical College and Zumbro Valley Health Center will discuss their partnership that delivers mental health services to students.

**Scheduled Presenter(s):**

Noelle Hawton, Chief Marketing and Communications Officer  
Jeffery Boyd, President, Rochester Community and Technical College  
Rebecca Peine, Director of Student Rights and Responsibilities and Title IX Coordinator,  
Rochester Community and Technical College  
Katie Swegarden, Coordinator of Student Health Services, Rochester Community and Technical  
College  
Teresa Brown, Interim Vice President of Student Affairs, Rochester Community and Technical  
College  
Heather Geerts, Director of Clinical Services, Zumbro Valley Health Center  
Sheri Pearson, Psychotherapist, Zumbro Valley Health Center

**MINNESOTA STATE  
BOARD OF TRUSTEES**

**INFORMATION ITEM**

**Partnership to support student mental health**

**BACKGROUND**

Representatives from Rochester Community and Technical College and Zumbro Valley Health Center will discuss their partnership that delivers mental health services to students.



MINNESOTA STATE

Audit Committee  
October 20, 2020  
10:30 a.m.  
Virtual Meeting / Live Streamed

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Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Audit Committee, George Soule, Chair  
*Other board members may be present constituting a quorum of the board.*

1. **Minutes of June 16, 2020 (pages 1-2)**
2. Project Results – Bookstore Collaborative Review (pages 3-22)

Committee Members:

George Soule, Chair  
April Nishimura, Vice Chair  
Asani Ajogun  
Jerry Janezich  
Michael Vekich

Presidential Liaisons:

Richard Davenport  
Michael Seymour

**Bolded** items indicate action is required.





**MINNESOTA STATE COLLEGES AND UNIVERSITIES**  
**BOARD OF TRUSTEES**  
**AUDIT COMMITTEE MEETING MINUTES**  
**Tuesday, June 16, 2020**

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Consistent with the federal and state guidance on the COVID-19 pandemic, Chair Cowles has determined that in-person meetings will not be held for the foreseeable future. As a result, members of the public were not permitted to attend meetings due to the current pandemic. The board provided access for the public to monitor meetings via live audio-streaming of the proceedings.

**Committee Members Present by Remote Access:** Trustees George Soule, Robert Hoffman, Jerry Janezich, April Nishimura, and Michael Vekich.

**Committee Members Absent:** None.

**Other Trustees Present by Remote Access:** Trustees Ahmitara Alwal, Ashlyn Anderson, Alex Cirillo, Jay Cowles, Dawn Erlandson, Roger Moe, Rudy Rodriguez, Louise Sundin, and Cheryl Tefer.

Committee Chair Soule called the virtual meeting to order at 9:38 a.m. on Tuesday, June 16, 2020.

**1. Minutes of January 28, 2020**

The minutes of the January 28, 2020 audit committee were approved as published.

**2. Minutes of Joint Meeting: Audit and Finance Committees of May 19, 2020**

The minutes of the May 19, 2020 joint audit and finance committees were approved as published.

**3. Review and Approve Fiscal Year 2021 Internal Auditing Plan**

Mr. Eric Wion, Executive Director for the Office of Internal Auditing, introduced Mr. Chris Jeffrey from Baker Tilly.

Board policy and Internal auditing standards both require the Executive Director of Internal Auditing seek board approval for an annual audit plan.

Mr. Wion reminded the committee that Internal Auditing reports directly to the board. He stated that he and the audit staff were responsible to ensure that they remained independent and objective. The internal audit team is comprised of four Minnesota State staff that have significant experience in Minnesota State, and six core members of Baker Tilly that have significant experience in higher education as well as other industries. In addition, Baker Tilly brings almost 4000 professionals that provide flexible resources that can be utilized as needed for individual project.

Mr. Wion briefly reviewed the FY2020 projects, activities, and fraud investigations. He explained that the proposed plan for FY2021 provides an overview of how internal auditing

resources will be utilized over the next year, and is broken into three parts, ongoing activities, multi-year projects and new projects. He stated that they would bring any updates or suggested changes to the audit committee throughout the year.

Mr. Wion reviewed the ongoing activities that internal auditing will continue in the next year. He reviewed three large multi-year projects included in the FY2021 Audit Plan, including the HR-TSM Phase 3 project which is scheduled to be completed this month. The Financial Controls Assessment Plan project is the first year of a five-year plan to facilitate internal control assessment at each college, university, and the system office. Finally, the NextGen Project Risk Review which will have a couple checkpoints that will be reported to the board. He added that once negotiations are complete, they will identify and evaluate phase two risks with NextGen as well as looking at the updated financing plan.

Mr. Jeffrey reviewed the four new projects planned for FY2021. COVID-19 Related Audit Services which includes CARES funding, financial impact, and business continuity. Vulnerability Management Assessment is part of the Information Security Top 5 Security Domains and will evaluate whether controls ensure vulnerabilities are identified and remediated in a timely manner and colleges, universities, and the system office comply with applicable policies, procedures, and operating instructions. Campus Safety/Security Review will look at the changing risks related to COVID-19 and social unrest related to systemic racism issues and other safety issues that campuses face. Finally, the Academic Program Management Review will focus on reviewing the project plan for the development of a system-wide academic program review strategy.

Trustee Nishimura asked about business continuity as it relates to disaster recovery plans specifically in the area of information technology. Mr. Jeffrey assured the committee that disaster recovery has been a key factor when evaluating business continuity. He added that Minnesota State's disaster recovery plans were in good shape. Vice Chancellor Padilla and his team have concentrated on moving things to the cloud which has strengthened recovery plans.

Finally, Mr. Wion stated they planned to engage an independent assessor early 2021 to conduct a quality assessment review for the Office of Internal Auditing (QAR). Internal Auditing standards require that a quality assessment be done at least once every five years. The last one was conducted in 2016. The objective of a QAR is to assess conformance with internal auditing standards, to assess the effectiveness of internal audit's operation, and to identify any opportunities for improvement. He stated that he will bring the results of that assessment to the audit committee.

Trustee Soule called for a motion to approve the FY2021 Audit Work as submitted. Trustee Hoffman made the motion, Trustee Nishimura seconded. There was no dissent and the motion carried.

The meeting adjourned at 10:02 a.m.  
Respectfully submitted by Darla Constable

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Audit Committee

**Date:** October 20, 2020

**Title:** Project Results – Bookstore Collaborative Review

**Purpose (check one):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input checked="" type="checkbox"/> Information             |   |

**Brief Description:**

The Bookstore Collaborative (Collaborative) is a partnership and shared service model in which five colleges have agreed to purchase select bookstore services from one partner college, Minneapolis Community and Technical College (Minneapolis College).

Internal Auditing conducted an advisory project to review the Collaborative to identify strengths and barriers of the shared service and to understand its potential scalability. The objectives were as follows:

- Determine if the benefits and intended outcomes of the shared service initiative have been achieved.
- Identify barriers and improvement opportunities for the shared service initiative.
- Assess key factors required for additional scalability of the Collaborative shared service operation.

Internal Auditing will provide an overview of the project results. In addition, the committee will hear from Northland Community & Technical College and how it has benefited from the Collaborative and from Minneapolis College who is responsible for providing the shared services.

**Scheduled Presenter(s):**

Eric Wion, Interim Executive Director of Internal Auditing

Christine Smith, Internal Auditing (Baker Tilly)

Shannon Jesme, Northland Community & Technical College Vice President of Administrative Services

Gary Westerland, Director of the Bookstore Collaborative and Minneapolis College Director of Auxiliary Services

**BOARD OF TRUSTEES  
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

**BOARD INFORMATION**

PROJECT RESULTS – BOOKSTORE COLLABORATIVE REVIEW

**BACKGROUND**

The Bookstore Collaborative (Collaborative) is a partnership and shared service model in which five colleges have agreed to purchase select bookstore services from one partner college, Minneapolis Community and Technical College (Minneapolis College). The Collaborative currently includes the following five colleges:

- Minneapolis College
- Northland Community and Technical College
- Dakota County Technical College
- Saint Paul College
- Inver Hills Community College

The services available to participating colleges include:

- Sourcing and procuring hardcopy and digital textbooks and other course materials
- Distributing textbooks and other materials to students either directly or to college bookstores for pickup
- Assistance managing college e-Commerce websites
- Vendor contract administration and management of a single cloud-based point-of-sale system utilized by the participating colleges
- Subject matter expertise and advice related to digital and innovative education resources, bookstore operations and other matters.

Internal Auditing conducted an advisory project to review the Collaborative to identify strengths and barriers of the shared service and to understand its potential scalability. The objectives were as follows:

- Determine if the benefits and intended outcomes of the shared service initiative have been achieved.
- Identify barriers and improvement opportunities for the shared service initiative.
- Assess key factors required for additional scalability of the Collaborative shared service operation.

The committee will be provided an overview of the results detailed in the written report, previously distributed to trustees. In addition, the committee will hear from Northland Community & Technical College and how it has benefited from the collaborative and from Minneapolis College who is responsible for providing the shared services.

*Date Presented to the Board of Trustees: October 20, 2020*



October 20, 2020

Office of Internal Auditing

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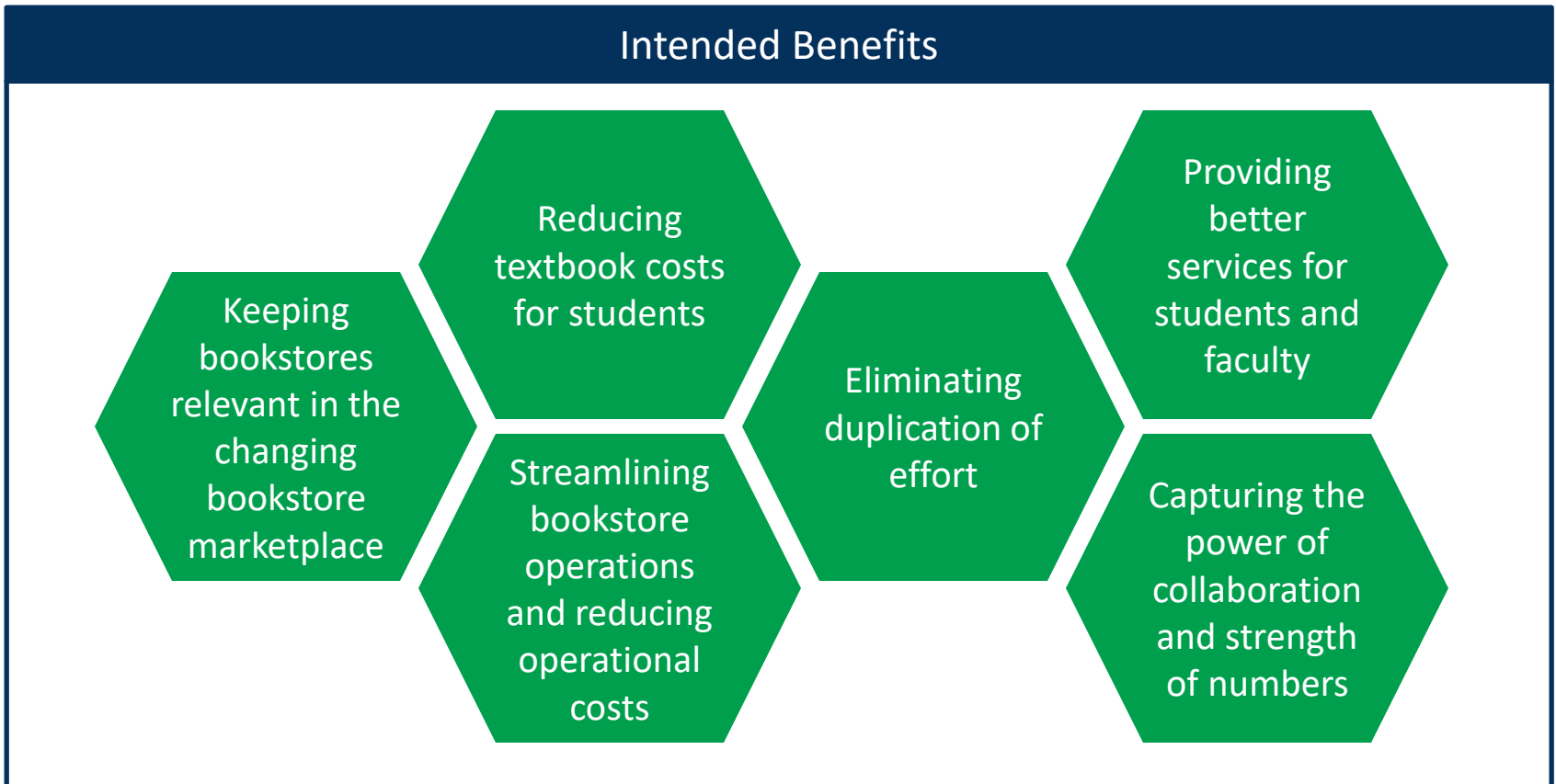
# Audit Committee

**Project Results - Bookstore Collaborative Review  
(Advisory Project)**

MINNESOTA STATE

# What is the Bookstore Collaborative?

*The Bookstore Collaborative is a partnership and shared service model in which five colleges have agreed to purchase select bookstore services from one partner college, Minneapolis Community and Technical College (Minneapolis College).*



# Campus Commentary



**Shannon Jesme**

Vice President of Administrative Services  
Northland Community & Technical  
College



# Internal Audit Objectives & Conclusion

The purpose and objectives of this advisory project were to:

- Determine if the benefits and intended outcomes of the shared service initiative have been achieved.
- Identify barriers and improvement opportunities for the shared service initiative.
- Assess key factors required for additional scalability of the Collaborative shared service operation.

The Collaborative meets the criteria of an advantageous enterprise shared service due to its potential positive impact on students, faculty, and staff, its potential fiscal impacts, and overall alignment with the Shared Service Governing Principles. Prior to considering further scalability, effort is required to: establish operational stability, realize the intended benefits to their full extent, and improve overall institution satisfaction.

∞



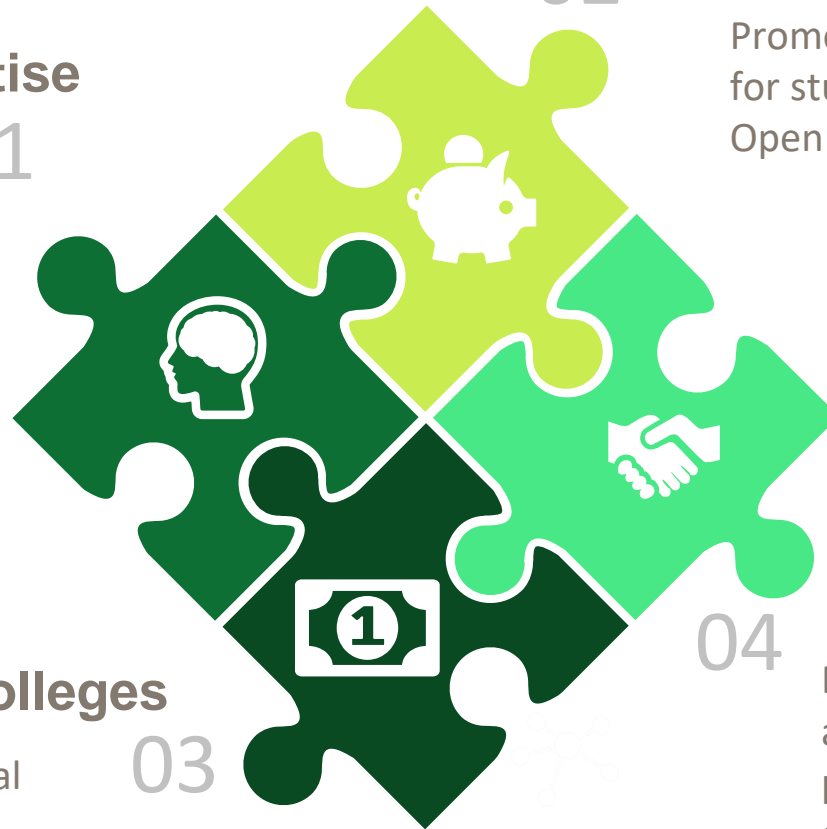
# Strengths

## 01 Knowledge & Expertise

Provides expertise within the evolving and complex publishing industry.

## 02 Cost Savings for Students

Promotes cost saving initiatives for students (Direct Digital and Open Educational Resources).



## 03 Cost Savings for Colleges

Manages the course material management from start to finish for colleges, allowing for the reallocation of workforce.

## 04 Relationships

Develops working relationships among colleges, providing a pathway for future collaboration.



# Shared Service Prioritization Framework

We assessed whether the shared service (current and potential state) is a viable candidate for shared service implementation using the proposed Enterprise Shared Service Prioritization Framework\*. The assessment criteria includes:

- Strategic Alignment
- Financial Impact
- Service Impact (Quality & Responsiveness)
- Service Impact (Scalability)
- Student Impact (Overall)
- Student Impact (KPIs)
- Staff & Faculty Impact
- Organization Capability & Capacity
- Risk Mitigation (Impact on ERM risks)
- Execution Risk

## ***Shared Service Prioritization Results***

*The Collaborative design aligns with Minnesota State's shared service vision and has the potential to be a successful shared service initiative as it has the ability to positively impact financials, and enhance the level of service provided to faculty and institutions, and students.*

# Realization of Intended Outcomes

Intended Benefit	Realization Status	Current Barriers
Keeping bookstores relevant in the changing bookstore marketplace (staying up-to-date on industry trends, changes, and innovations)	<i>Partial</i>	Colleges have not fully transitioned their course material offerings to innovative and cost saving options.
Reducing course material costs for students	<i>Partial</i>	The level of training and education provided to faculty to ensure cost effective offerings are available to all students.  Note: In fiscal year 2019, Direct Digital saved students approximately \$800,000 – \$1,600,000 (\$93/unit purchased). Refer to Appendices D & E for further calculations.
Streamlining bookstore operations	<i>No</i>	Improvement opportunities exist related to key areas (governance, standardization, communication, training, implementation, monitoring).
Eliminating the duplication of effort	<i>Partial</i>	Colleges have not fully capitalized on the opportunity to reduce operational costs by eliminating duplicative resources.
Capturing the power of collaboration and strength in numbers (economies of scale)	<i>Partial</i>	Partial elimination of duplicative efforts. Variances in accounting and fiscal management practices limit the ability to compare costs and calculate economies of scale.
Providing better services for students and faculty	<i>Unknown</i>	Student and faculty satisfaction is not consistently tracked or monitored.

# Recommendations – High Priority

## Governance Model and Key Stakeholders



Key stakeholders should determine if the establishment of a leadership team would be beneficial to serve as a feedback pathway for institutions.

## Customer Satisfaction



The Collaborative should develop a systematic and consistent process for obtaining customer feedback to ensure intended benefits are being realized by customers.

## Transition Plan



The Collaborative should develop a standard transition planning approach and implementation execution guide with specific factors that require additional consideration.

## Metrics and Key Performance Indicators



There is a need for organizational-wide financial reporting capabilities to track the shared service performance, return on investment, economies of scale and cost savings/avoidance.

**High priority:** *Current threat to operations and to the ability of the shared service and institutions to realize all intended benefits.*

**Medium priority:** *Not a current threat to operations but could impact the ability of the shared service and institutions to realize all intended benefits.*

**Low priority:** *Not a current threat to operations but should be addressed prior to other institutions joining the Collaborative.*

# Recommendations – Medium Priority

## Ongoing Milestones and Deadlines



Intra-agency agreements should include an annual timeline with milestones and activities and identify ownership of those responsibilities.

## Process Standardization



The Collaboration Working Group should define all processes requiring standardization and processes where customization and variation is required.

## Communication and Training



The Collaborative should create a comprehensive training and education plan for all affected parties, and ensure it is properly distributed and communicated.

**High priority:** *Current threat to operations and to the ability of the shared service and institutions to realize all intended benefits.*

**Medium priority:** *Not a current threat to operations but could impact the ability of the shared service and institutions to realize all intended benefits.*

**Low priority:** *Not a current threat to operations but should be addressed prior to other institutions joining the Collaborative.*

# Suggested Next Steps

## *Bookstore Collaboration Leadership and Stakeholders*



### Review

Meet with stakeholders to review results of report and evaluate the recommendations and opportunity for scalability within.



### Plan

Develop action plans and timelines to address recommendations. If applicable, develop scalability plan and approach.



### Execute

Execute action plans.



### Monitor

Monitor execution of the action plans and shared service performance. Continue to seek feedback from colleges for continuous improvement.



# Campus & Collaborative Management Commentary



**MINNEAPOLIS**  
COMMUNITY & TECHNICAL  
**COLLEGE™**

**Gary Westerland**

Director of the Bookstore  
Collaborative,  
Minneapolis Community & Technical  
College Director of Auxiliary Services



# Appendices (Review Only)





# Appendix A: Shared Services Offered



## General Management

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Provide subject matter expertise and advise on innovative, cost saving resources and bookstore operations

Administer vendor contracts and manage the point-of-sale system



## Course Materials Sourcing

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Provide textbook and course material sale and distribution services

Develop and direct textbook buyback program



## Virtual Course Materials Sourcing & Distribution

---

Provide virtual course material sale and distribution services (e-Commerce)

Assist with managing e-Commerce bookstore websites



# Appendix B: Internal Audit Activities Performed

- Reviewed Bookstore Collaborative practice and procedural documents.
- Conducted interviews with stakeholders to gain insight into current practices governing Collaborative, overall satisfaction, opportunities for enhancement, and barriers.
- Reviewed the consistency of the service, access to expertise within the context of the curriculum, and evaluated the efficacy of intra-agency governance.
- Identified and evaluated member benefits and costs including economies of scale, return on investment, management of student work, duplication of work, position saving, policy and procedure saving, consistency of performance reporting, and R&D initiatives.
- Reviewed the scalability assessment led by the Director of the Bookstore Collaborative/Director of Auxiliary Services at Minneapolis College.
- Performed an independent scalability assessment using the Proposed Enterprise Shared Services Prioritization Framework.



# Appendix C: Recommendations –Low Priority

## Transition Timing



The Collaborative should consider adjusting the timing of pilot implementation to occur during the spring semester to mitigate execution risk.

**High priority:** *Current threat to operations and to the ability of the shared service and institutions to realize all intended benefits.*

**Medium priority:** *Not a current threat to operations but could impact the ability of the shared service and institutions to realize all intended benefits.*

**Low priority:** *Not a current threat to operations but should be addressed prior to other institutions joining the Collaborative.*

# Appendix D: Direct Digital Program Savings

Direct Digital Program Savings 2017-2018						
	Summer 17	Fall 17	Spring 18	Purchasing Assumptions		
				100%	75%	50%
Dakota County Technical College	-	\$ 14,470	\$ 30,404	\$ 44,874	\$ 33,655	\$ 22,437
Inver Hills Community College	-	\$ 26,666	\$ 19,188	\$ 45,854	\$ 34,391	\$ 22,927
Minneapolis College	\$ 15,747	\$ 220,552	\$ 231,819	\$ 468,118	\$ 351,089	\$ 234,059
St. Paul College	-	\$ 42,884	\$ 62,475	\$ 105,359	\$ 79,019	\$ 52,679
<b>Total</b>				<b>\$ 664,205</b>	<b>\$ 498,154</b>	<b>\$ 332,102</b>

Direct Digital Program Savings 2018-2019						
	Summer 18	Fall 18	Spring 19	Purchasing Assumptions		
				100%	75%	50%
Dakota County Technical College	\$ 2,499	\$ 91,979	\$ 94,463	\$ 188,941	\$ 141,706	\$ 94,471
Inver Hills Community College	\$ 15,780	\$ 126,512	\$ 157,841	\$ 300,133	\$ 225,100	\$ 150,066
Minneapolis College	\$ 101,281	\$ 334,033	\$ 383,895	\$ 819,209	\$ 614,406	\$ 409,604
St. Paul College	-	\$ 14,511	\$ 12,567	\$ 27,078	\$ 20,308	\$ 13,539
<b>Total</b>				<b>\$ 1,613,391</b>	<b>\$ 1,210,042</b>	<b>\$ 806,694</b>



# Appendix E: Average Cost to Students per Unit Sold

Average Cost to Students per Unit Sold FY18 – Original Course Material vs. Direct Digital			
	Original Course Material	Direct Digital	Difference (Original - Direct)
<b>Summer 17</b>	\$ 176.63	\$ 80.58	\$ 96.05
<b>Fall 17</b>	\$ 174.68	\$ 79.95	\$ 94.73
<b>Spring 18</b>	\$ 170.42	\$ 73.58	\$ 95.84
<b>FY18 Overall Average</b>	\$ 172.92	\$ 77.04	\$ 95.88

Average Cost to Students per Unit Sold FY19 – Original Course Material vs. Direct Digital			
	Original Course Material	Direct Digital	Difference (Original - Direct)
<b>Summer 18</b>	\$ 171.51	\$ 76.69	\$ 94.82
<b>Fall 18</b>	\$ 169.94	\$ 73.30	\$ 96.64
<b>Spring 19</b>	\$ 163.76	\$ 75.67	\$ 88.09
<b>FY19 Overall Average</b>	\$ 167.54	\$ 74.65	\$ 92.89





**MINNESOTA STATE**

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MINNESOTA STATE

**Finance Committee  
October 21, 2020  
8:30am  
McCormick Room  
30 7<sup>th</sup> Street East  
St. Paul MN**

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Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Finance Committee, Roger Moe, Chair

*Other board members may be present constituting a quorum of the board.*

- 1. Minutes of June 17, 2020** (pp. 1-7)
- 2. Contracts exceeding \$1 Million:** (pp. 8-12)
  - a. Student Internet and Cable services – Minnesota State University Mankato**
  - b. Student Internet and Cable services – Minnesota State University Moorhead**
  - c. Extension for HVAC and Mechanical Services - Metropolitan State University**
- 3. FY2021 Operating Budget Update** (pp. 13-31)
- 4. FY2022-2023 Biennial Budget Request (First Reading)** (pp. 32-41)

Committee Members:

Roger Moe, Chair  
April Nishimura, Vice Chair  
Ahmitara Alwal  
Jerry Janezich  
Kathy Sheran  
George Soule  
Michael Vekich

President Liaisons:

Joe Mulford  
Scott Olson



**Bolded** items indicate action is required.

**Minnesota State Board of Trustees  
Finance Committee Meeting Minutes  
June 17, 2020  
McCormick Room  
30 7th Street East  
St. Paul, MN**

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**Finance Committee members present:** Roger Moe, Chair; April Nishimura, Vice Chair; Trustees Ahmitara Alwal, Ashlyn Anderson, Bob Hoffman, Jerry Janezich, George Soule, and Chancellor Devinder Malhotra.

**Other board members present:** Jay Cowles, Board Chair; Trustees Dawn Erlandson, and Cheryl Tefer.

**Cabinet Members Present:** Vice Chancellor Bill Maki

**President Liaisons Present:** President Joe Mulford, Pine Technical College and President Scott Olson, Winona State University.

*This meeting was hosted online via Zoom. Committee Chair Moe called the virtual meeting to order at 10:02 am.*

*Chair Moe outlined the agenda for this meeting.*

**1. Approval of the Finance Committee Meeting Minutes**

*Committee Chair Moe called for any questions or changes to the Finance Committee Meeting Minutes from June 17th, 2020. Hearing none, Chair Moe called for a motion to approve the minutes as written. Vice Chair Nishimura made the motion, Trustee Hoffman seconded. The minutes were approved.*

*The Chair recognized Vice Chancellor Maki.*

**2. Contracts Exceeding \$1 Million:**

**a. CollegeSource Degree Audit Maintenance and Transferology Renewal, Academic and Student Affairs, System Office**

*Vice Chancellor Maki provided a summary of the proposed contract. Committee Chair Moe called for questions.*

*Trustee Soule asked how this plan fits with our development of NextGen. Vice Chancellor Maki invited Associate Vice Chancellor Brent Glass to answer the question.*

*Associate Vice Chancellor Glass responded that we are still looking at the capabilities of NextGen and there could be a possibility that the NextGen product could take over the roles*



currently provided by DARS and Transferology, but we are too early in the process to absolutely know for sure.

Chancellor Malhotra added that the contract is for the next four years and the student module of NextGen, under any scenario, will not be in place within the four year time frame. If the capability is not built within NextGen, there will be a way we can incorporate this software into NextGen itself. NextGen will have the capability of integrating the existing work.

Trustee Soule asked if students liked these programs, did they think they were helpful, and are they widely used.

Associate Vice Chancellor Glass answered that the DARS module provides the base for our students who are looking at their academic planning. As we are starting to build in our uAchieve grad planner, that will draw students into these programs even more, so yes they are very widely used and serve as a base for our academic planning.

Marta Mohr, System Director of Transfer and DARS, added that over one million degree audits run every year indicating that these tools virtually touch all students, staff and faculty. Over the years these tools have been integrated into daily functions.

Trustee Anderson added that in her experience with Transferology, it works well with transferring courses within the system, from colleges and universities and also outside of the system. The new uAchieve is a bit more difficult to use than the DARS report and is a bit distracting. Trustee Anderson then asked about the academic planner and schedule, wanting to know what we were using prior to that and what was its associated cost.

Director Mohr answered that grad planner and schedule builder was an initiative approved by the Board of Trustees last April. We are in the beginning stages with 4 pilot schools where it is being implemented. The goal is that a student would be able to plan out their schedule towards graduation. Six to eight schools are planned to be added to the roll-out by next summer when it should be available to students.

Trustee Anderson followed up by asking if it also means that you can plan your schedule between different schools. Director Mohr stated yes, this would be possible.

There being no further questions, Committee Chair Moe asked for a motion to adopt the following:

**RECOMMENDED COMMITTEE MOTION:**

The Finance Committee recommends that the Board of Trustees authorizes the chancellor or his designee to renew agreements for CollegeSource's uAchieve degree audit annual

maintenance and Transferology for four years. The total for the two agreements is \$612,097, with the total commitment to CollegeSource including the Academic Planner and Schedmule being \$2,582,097. The board directs the chancellor or his designee to execute all necessary documents.

**RECOMMENDED BOARD MOTION:**

The Board of Trustees authorizes the chancellor or his designee to renew agreements for CollegeSource's uAchieve degree audit annual maintenance and Transferology for four years. The total for the two agreements is \$612,097, with the total commitment to CollegeSource including the Academic Planner and Schedmule being \$2,582,097. The board directs the chancellor or his designee to execute all necessary documents.

*Trustee Janezich made the motion. Trustee Anderson seconded. Committee Chair Moe called for a vote on the motion. The motion was adopted.*

**b. Contract for Bookstore Services, Metropolitan State University**

*Vice Chancellor Maki provided a summary of the proposed contract. Committee Chair Moe called for questions.*

*Trustee Nishimura asked if we have any information on the revenues generated from previous years on the commissions from sales. Tracy Hatch, Vice President for Finance and Operations at Metropolitan State University responded that the bookstore commissions are approximately \$250,000 per year. Additional measures are being implemented to drive the costs down for students which hopefully will increase the number of students using the bookstore. This should increase commissions slightly and provide more funds for scholarships.*

*There being no further questions, Committee Chair Moe then asked for a motion to adopt the following:*

**RECOMMENDED COMMITTEE MOTION:**

The Finance Committee recommends that the Board of Trustees authorizes the chancellor or his designee to execute a contract with the designated Metropolitan State University bookstore vendor for a term up to 5 years for a maximum amount not to exceed \$2,500,000. The board directs the chancellor or his designee to execute all necessary documents.

**RECOMMENDED BOARD MOTION:**

The Finance Committee recommends that the Board of Trustees authorizes the chancellor or his designee to execute a contract with the designated Metropolitan State University bookstore vendor for a term up to 5 years for a maximum amount not to exceed \$2,500,000. The board directs the chancellor or his designee to execute all necessary documents.

*Trustee Hoffman made the motion. Trustee Nishimura seconded. Committee Chair Moe called for a vote on the motion. The motion was adopted.*

**3. Proposed Amendment to Board Policy 5.17 : Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (Second Reading)**

*Vice Chancellor Maki provided a summary of the proposed amendment to the policy and indicated that this is a second reading. He noted that this amendment was approved earlier in the day by the Facilities Committee.*

*Associate Vice Chancellor Brian Yolitz noted a further amendment to line 24 of the document that was made prior to its passing out of the Facilities Committee.*

*Committee Chair Moe called for questions. There being none, Chair Moe called for a motion to adopt the following:*

**RECOMMENDED COMMITTEE MOTION**

The Board of Trustees adopt the proposed amendment to Board Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices.

**RECOMMENDED BOARD MOTION**

The Board of Trustees adopts the proposed amendment to Board Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices.

*Trustee Janezich made the motion. Trustee Hoffman seconded. Committee Chair Moe called for a vote on the motion. The motion was adopted.*

**4. FY2021 Operating Budget (Second Reading)**

*Chair Moe provided a brief review of the budget efforts to date. Joining Vice Chancellor Maki for the presentation was Steve Ernest, System Director for Financial Planning & Analysis. The*

*Vice Chancellor thanked Director Ernest and his staff for their hard work drafting the budget documents in a condensed time period. Thanks also went to the Finance Committee President Liaisons, President Scott Olson and President Joe Mulford. Vice Chancellor Maki and Director Ernest then presented the outline for the FY2021 operating budget with additional input from President Mulford and President Olson.*

*Committee Chair Moe called for questions.*

*Trustee Anderson asked for some further explanation of the CARES Act Funding and its allowable uses. Vice Chancellor Maki stated that the CARES Act funding provided Minnesota State with \$93.3 million of which fifty percent was earmarked for student financial aid emergency grants. The majority was awarded during spring semester as directed by the federal government to get money into the hands of students as soon as possible. The remaining fifty percent was for institutional use and each college and university has their own plan related to how these funds will be used. The primary requirement for use of these funds was that it would be used to assist with disruptions that occurred after March 15<sup>th</sup> due to the Corona Virus. Examples include room and board refunds, enhanced technology for students/faculty for remote learning, paying for in-person instruction costs for health and safety requirements, and providing additional financial aid to students.*

*Trustee Anderson then asked if there was any financial benefit to having less bodies on campus. The Vice Chancellor indicated that any savings due to fewer individuals on campus is likely fairly insignificant in the overall budget. There may be a small savings in utilities and possibly in travel expenses.*

*Trustee Soule asked how much money the 3% increase in tuition for spring 2021 would raise. Vice Chancellor Maki said that it was projected to raise slightly less than \$8.7 million that was projected for fall semester. Generally enrollment is slightly lower in the spring than in the fall, so the expectation is \$8.3 to \$8.4 million.*

*Trustee Janezich commented that he thought the Chancellor and Vice Chancellor and their team have done a pretty good job and have provided some very creative solutions.*

*Trustee Hoffman complimented the Vice Chancellor, the leadership team and the chancellor. This is a very difficult situation. There are many difficulties to address, but this is a very well-intentioned compromise solution. There are significant challenges and the ramifications of what's to come could really be more challenging. To this point, this is a very workable solution.*

*Trustee Anderson stated that historically, enrollment has increased when there has been an economic shortfall of jobs in the market. Jobs may not necessarily decrease in the last three months but changed to where we need more healthcare jobs and science jobs. Has this been*

*taken into account in the current enrollment predictions? Vice Chancellor Maki responded that the enrollment projections come from each the colleges and universities and reflect a slight increase from FY21 until FY22. It is more difficult to have the same correlation that we have had in the past for the unemployment rate, given that this is a pandemic. Colleges and universities may be experiencing more of a lag in enrollment than in previous years.*

*Trustee Cirillo asked what our loss was in international students and are we treating that as a one-time loss or will this come back as a possibility to us in terms of relief? The Vice Chancellor stated that he wasn't certain how the primary institutions factored in international enrollment on a long-term basis in their enrollment projections. We asked for this information on more of a macro level.*

*President Scott Olson added that there has been a long slow decline in the number of international students coming in which predates COVID-19. COVID-19 will make it very difficult this fall to have international students come in but you will see it is part of a long decline that already exists.*

*There being no further questions, Chair Moe called for a motion to adopt the following:*

#### **RECOMMENDED COMMITTEE MOTION**

The Finance Committee recommends that the Board of Trustees adopt the following motion:

- Adopt the annual total all funds operating budget for fiscal year 2021 as shown in Table 4.
- Approve the proposed tuition structure recommendations and differential tuition rationale for fiscal year 2021 as detailed in Attachments 1A through 1H.
- Undergraduate tuition rates are effective spring term 2021. All existing undergraduate tuition rates are frozen for summer term 2020 and fall term 2020. Graduate tuition rates are effective summer term or fall term 2020 at the discretion of the president. The chancellor or designee is authorized to approve any required technical adjustments, and is requested to incorporate any approvals at the time fiscal year 2022 tuition recommendations are presented to the Board of Trustees.
- Continue the policy of market-driven tuition for closed enrollment courses, customized training, and non-credit instruction, continuing education, and contract postsecondary enrollment option programs.
- Approve the Revenue Fund and related fiscal year 2021 fees for room and board, student union, wellness and recreation facilities, and parking ramps/surface lots as detailed in Attachments 2A through 2E, including any housing fees that the campuses may charge for occupancy outside the academic year.
- Authorize the chancellor or designee to enter into an agreement with the Learning Network of Minnesota to provide the funding appropriated to the organization in

Minnesota Laws 2019, Chapter 64, Article 1, Section 3, Subdivision 4, in the amount of \$4,115,000.

### **RECOMMENDED BOARD MOTION**

The Board of Trustees adopts the following motion:

- Adopt the annual total all funds operating budget for fiscal year 2021 as shown in Table 4.
- Approve the proposed tuition structure recommendations and differential tuition rationale for fiscal year 2021 as detailed in Attachments 1A through 1H.
- Undergraduate tuition rates are effective spring term 2021. All existing undergraduate tuition rates are frozen for summer term 2020 and fall term 2020. Graduate tuition rates are effective summer term or fall term 2020 at the discretion of the president. The chancellor or designee is authorized to approve any required technical adjustments, and is requested to incorporate any approvals at the time fiscal year 2022 tuition recommendations are presented to the Board of Trustees.
- Continue the policy of market-driven tuition for closed enrollment courses, customized training, and non-credit instruction, continuing education, and contract postsecondary enrollment option programs.
- Approve the Revenue Fund and related fiscal year 2021 fees for room and board, student union, wellness and recreation facilities, and parking ramps/surface lots as detailed in Attachments 2A through 2E, including any housing fees that the campuses may charge for occupancy outside the academic year.
- Authorize the chancellor or designee to enter into an agreement with the Learning Network of Minnesota to provide the funding appropriated to the organization in Minnesota Laws 2019, Chapter 64, Article 1, Section 3, Subdivision 4, in the amount of \$4,115,000.

*Trustee Hoffman made the motion. Trustee Nishimura seconded. Committee Chair Moe called for a vote on the motion. The motion was adopted.*

*Committee Chair Moe adjourned the meeting at 11:30am.*

Respectfully submitted: Don Haney, Recorder

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Finance Committee

**Date:** October 21, 2020

**Title:** Contracts exceeding \$1 Million:

- a. Student Internet and Cable services – Minnesota State University Mankato
- b. Student Internet and Cable services – Minnesota State University Moorhead
- c. Extension for HVAC and Mechanical Services - Metropolitan State University

**Purpose (check one):**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input checked="" type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input type="checkbox"/> Information                                   |   |

**Brief Description:**

Board Policy 5.14, *Contracts, Procurements, and Supplier Diversity*, requires Board of Trustees approval of any procurement, lease agreement, or professional/technical/consulting service contract with a value in excess of \$1,000,000 or contract amendment that would increase the total value of a contract to more than \$1,000,000.

**Scheduled Presenter:** Bill Maki, Vice Chancellor for Finance and Facilities

**MINNESOTA STATE  
BOARD OF TRUSTEES**

**BOARD ACTION**

**CONTRACTS EXCEEDING \$1 MILLION: RESIDENTIAL STUDENT INTERNET AND CABLE  
SERVICES – MINNESOTA STATE UNIVERSITY, MANKATO**

**BACKGROUND**

Board Policy 5.14, Procurement and Contracts, requires that contracts, including amendments, with values greater than \$1,000,000, must be approved in advance by the Board of Trustees.

Minnesota State University, Mankato Residential Life would like to contract with Apogee for residential network and Internet service, network equipment, management of network equipment, network support, cable TV and streaming television service. An RFP process was completed and Apogee provided a proposal to Minnesota State University, Mankato that was a significant improvement to prior services provided, and will be an overall cost savings to the University. The proposal and contract are based on a five-year agreement with Apogee to cover the infrastructure costs of TV and network equipment that will be provided through this service agreement. A driver for this agreement is to replace network equipment that is end-of-life and in need of replacement. Previously, Minnesota State University, Residential Life owned all network equipment and Charter/Spectrum managed the network equipment. In the Apogee agreement, Apogee will own and provide networking equipment and lease as well as support the equipment over the duration of five years.

The service will be paid for through student residential room rates. No increase to rates is required as a result of entering into this contract.

**RECOMMENDED COMMITTEE ACTION:**

The Board of Trustees authorizes the chancellor or his designee to execute a five-year agreement with Apogee for networking/Internet service and Cable TV/IP TV service for a total amount of \$3,100,000 at Minnesota State University, Mankato student residential housing facilities. The board directs the chancellor or his designee to execute all necessary documents.

**RECOMMENDED BOARD OF TRUSTEES ACTION:**

The Board of Trustees authorizes the chancellor or his designee to execute a five-year agreement with Apogee for networking/Internet service and Cable TV/IP TV service for a total amount of



\$3,100,00 at Minnesota State University, Mankato student residential housing facilities. The board directs the chancellor or his designee to execute all necessary documents.

*Date of Adoption:*                      *October 21, 2020*

*Date of Implementation:*            *October 21, 2020*

**MINNESOTA STATE  
BOARD OF TRUSTEES**

<b>BOARD ACTION</b>
<b>CONTRACTS EXCEEDING \$1 MILLION: STUDENT INTERNET AND CABLE SERVICES FOR MINNESOTA STATE UNIVERSITY, MOORHEAD</b>

**BACKGROUND**

Board Policy 5.14, Procurement and Contracts, requires that contracts, including amendments, with values greater than \$1,000,000, must be approved in advance by the Board of Trustees.

Minnesota State University Moorhead executed an initial 3-year agreement with Midcontinent Communications in July 2016 to provide internet and cable television service for student residence facilities and other designated locations on campus. Amendment One was done in 2019 for one additional year. Amendment Two is an extension for cable services only (internet service is now provided separately) to allow time to complete a new RFP and a new contract by June 30, 2021. The total amount of the contract with Amendment Two will be up to \$1,095,000.

**RECOMMENDED COMMITTEE ACTION:**

The Board of Trustees authorizes the chancellor or his designee to execute an Amendment for one additional year in the amount of \$120,000 for a total contract amount not-to-exceed \$1,095,000. The board directs the chancellor or his designee to execute all necessary documents.

**RECOMMENDED BOARD OF TRUSTEES ACTION:**

The Board of Trustees authorizes the chancellor or his designee to execute an Amendment for one additional year in the amount of \$120,000 for a total contract amount not-to-exceed \$1,095,000. The board directs the chancellor or his designee to execute all necessary documents.

*Date of Adoption:                      October 21, 2020*

*Date of Implementation:            October 21, 2020*

**MINNESOTA STATE  
BOARD OF TRUSTEES**

**BOARD ACTION**

**CONTRACTS EXCEEDING \$1 MILLION: HVAC SERVICE AND MAINTENANCE FOR  
METROPOLITAN STATE UNIVERSITY**

**BACKGROUND**

Board Policy 5.14, Procurement and Contracts, requires that contracts, including amendments, with values greater than \$1,000,000, must be approved in advance by the Board of Trustees.

Metropolitan State University is requesting approval to extend its contract for HVAC services and maintenance. An RFP was issued in 2016, which provided for a 3-year contract with the option to extend up to two additional years. The current value of the contract with amendments is approaching \$1 million.

The university would like to extend the current agreement through June 30, 2021 for an amount up to \$1,250,000. A new RFP is planned prior to the end of FY 21.

**RECOMMENDED COMMITTEE ACTION:**

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute the contract amendment for HVAC service and maintenance for up to \$1,250,000 through June 30, 2021. The board directs the chancellor or his designee to execute all necessary documents.

**RECOMMENDED BOARD OF TRUSTEES ACTION:**

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute the contract for HVAC service and maintenance for up to \$1,250,000 through June 30, 2021. The board directs the chancellor or his designee to execute all necessary documents.

*Date of Adoption:*                      *October 21, 2020*

*Date of Implementation:*        *October 21, 2020*

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Finance Committee

**Date** October 21, 2020

**Title:** FY2021 Operating Budget Update

**Purpose (check one):**

Proposed  
New Policy or  
Amendment to  
Existing Policy

Approvals  
Required by  
Policy

Other  
Approvals

Monitoring /  
Compliance

Information

**Brief Description:**

This item provides the Board of Trustees with an update on the Fiscal Year 2021 Annual Operating Budget for the System.

The Board approved the annual operating budget at its June 2020 meeting. At that time, there was a great deal of uncertainty regarding the effects the COVID-19 pandemic would have on enrollment as well as the delivery of courses, programs, and services for the current academic year.

Based on experience to date, colleges and universities have updated their budgets for the year.

**Scheduled Presenters:**

William Maki, Vice Chancellor for Finance and Facilities  
Steve Ernest, System Director, Financial Planning and Analysis

**MINNESOTA STATE  
BOARD OF TRUSTEES**

**BOARD ACTION**

**FY 2021 ANNUAL OPERATING BUDGET – OCTOBER UPDATE**

**SUMMARY**

The arrival of the coronavirus pandemic midway through spring semester 2020 abruptly changed the operations of our colleges and universities. As a result, establishing an operating budget for FY2021 also became more complex. Budget concerns of high significance have been faced in many areas, including:

- Unprecedented difficulty in predicting enrollment;
- High potential for revenue losses beyond tuition; and
- Uncertainty regarding state appropriations and Federal assistance.

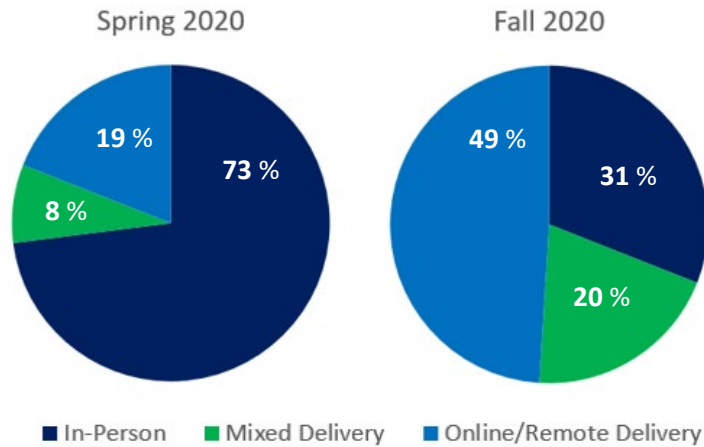
On an all-funds bases, the October revision of the FY 2021 budget shows a slight improvement over the budget approved by the Board in June. Specifically:

- For the System as a whole, enrollment has stayed slightly higher than the projections used in the June FY 2021 budget.
- Declines in other areas, such as on-campus room and board, event and parking revenues, are greater than estimated and pose crucial threats to budgets.
- Federal CARES assistance has provided support directly to students and helped colleges and universities pay for costs necessary to respond to the pandemic both physically and technologically. While Federal assistance delayed potential needs for some institutions to access fund balance, future State appropriation support remains uncertain while the pace of Minnesota’s economic recovery remains to be seen.

**ENROLLMENT UPDATE**

Based on the experiences of the spring and summer, course delivery for fall semester continued with a greatly-expanded amount of online and mixed-delivery options. While this limited many of the on-campus student life activities that traditionally take place in the fall, the re-envisioned course delivery was able to provide the highest level of protection for the health of all involved.

**Chart 1. Course Delivery Methods: Fall 2020 versus Spring 2020**



Comparing fall 2020 enrollment to fall 2019 enrollment, as of October 11, the system is down 5.4 percent overall: 5.9 percent at colleges and 4.5 percent at universities. These full year equivalent (FYE) numbers reflect the number of credits sold, not the number of students served. Headcounts at the 30-day mark of the semester show slightly less decline 5 percent overall, with colleges down 5.8 percent and universities down 3.6 percent. This indicates that some students are choosing to take fewer classes but not to discontinue their education.

Projecting for fiscal year 2021 (summer 2020, fall 2020, and spring 2021 terms), October projections show some improvement. Overall enrollment for the year is now projected to be 6.2 percent down for the system: 7.4 percent lower for colleges and 4.3 percent lower for universities. In comparison, the projections presented to the Board in June—those on which the FY 2021 operating budget was built—estimated that enrollment would be down 7.7 percent overall: 9.1 percent lower at colleges and 5.6 percent lower at universities.

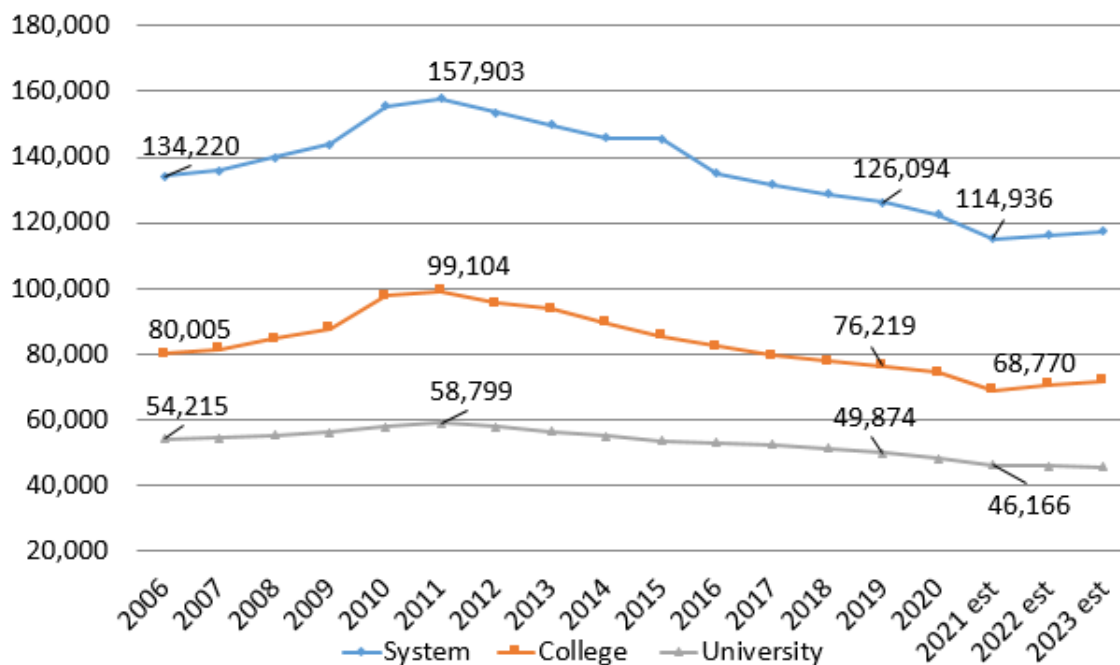
**Table 1. FY 2021 Enrollment Projections, June 2020 versus October 2020**

FY2021 Compared to FY2020	June Enrollment Projections	October Enrollment Projections
Colleges	-9.1%	-7.4%
Universities	-5.6%	-4.3%
System	-7.7%	-6.2%

About half of institutions showed slight improvement in annual enrollment projection between June and October. The other half projected the same numbers or had a slight decline from the June numbers. All in all, system FY2021 enrollment numbers are coming in at the lower range of the 5%, 10%, and 20% scenarios modeled for the board at its April 2020 meeting.

Looking ahead to the next biennium, enrollments are expected to stabilize but are still at levels lower than they were 20 years ago. A 1.2 percent increase is currently projected for FY 2022 and a 0.8 percent increase for FY 2023.

**Chart 2. Historical and Projected Enrollment for the System**



**REVISED FISCAL YEAR 2020 BUDGETS**

**Fiscal Year 2021 General Fund Operating Budget**

Improvements in enrollment projections in October compared with June are reflected in slight improvements in tuition revenue budgets. Table 2 shows the revised FY 2021 General Fund budget compared to the General Fund budget presented to the Board in June. The revised budget includes approximately \$5.3 million more in projected tuition revenue than originally forecasted in June. Projected revenues in areas other than tuition are also higher.

On the expenditure side, compensation costs decreased slightly, by 0.7 percent, but other operating costs increased by over 3 percent, adding over \$15 million in costs.

Overall, revenue improvements did outweigh costs increases and colleges and universities now anticipate using less fund balance than was estimated to be needed in June in order to offset the effects of the COVID-19 pandemic. Projected use of fund balance use for the system went from \$57.9 million in June to \$50.7 million in the October revisions of college and university budgets.

**Table 2. Fiscal Year 2021 General Fund Operating Budget**

	FY2021 Approved Budget (June)	FY2021 Updated Budget (October)	\$ Change	% Change
<b>\$s in millions</b>				
<b>Revenues</b>				
State appropriation	\$765.7	\$765.7	\$0.0	0.0%
Tuition	\$710.0	\$715.3	\$5.3	0.7%
Other revenues	\$130.3	\$139.1	\$8.8	6.7%
Programmed fund balance	\$57.9	\$50.7	(\$7.1)	-12.3%
<b>Revenue Total</b>	\$1,663.9	\$1,670.8	\$6.9	0.4%
<b>Expenses</b>				
Compensation	\$1,249.7	\$1,241.1	(\$8.7)	-0.7%
Other operating costs	\$414.1	\$429.8	\$15.7	3.8%
<b>Expenses Total</b>	\$1,663.8	\$1,670.8	\$7.0	0.4%
<b>Budget balance</b>	\$0	\$0		

*\*Numbers may not add due to rounding*

**Fiscal Year 2021 All Funds Operating Budget**

The All Funds budget includes the all funds operating budgets of the colleges and universities. Each one of those budgets are included on pages 22-31. The all funds budget for the System has remained relatively stable. Table 3 shows a comparison between the FY2021 budget approved by the Board in June and the updated budgets done in October. Overall, the system's budget position has remained relatively stable over the summer. This improvement is attributable to less enrollment loss than originally projected and, as the table shows, is focused in the General Fund position.

**Table 3. Fiscal Year 2021 All Funds Operating Budget**

	FY2021 Approved Budget (June)	FY2021 Updated Budget (October)	\$ Change	% Change
<b>\$s in millions</b>				
<b>Revenues</b>				
General Fund	\$1,663.9	\$1,670.8	\$6.9	0.4%
Revenue Fund	\$116.3	\$108.1	(\$8.1)	-7.0%
Other Funds	\$274.7	\$283.0	\$8.3	3.0%
Cares Act	\$29.9	\$37.2	\$7.4	24.6%
<b>Revenues Total</b>	\$2,084.7	\$2,099.2	\$14.5	0.7%
<b>Expenses</b>				
Compensation	\$1,353.8	\$1,347.7	(\$6.1)	-0.5%
Other Operating	\$730.0	\$752.2	\$22.2	3.0%
<b>Expenses Total</b>	\$2,083.8	\$2,099.8	\$16.0	0.8%
<b>Budget balance</b>	\$0.9	(\$0.6)		

*\*Numbers may not add due to rounding*



An area of concern on this table is the revenue fund. Revised FY 2021 budgets for the Revenue Fund shows a decrease in revenues of 7 percent, over \$8 million lower than projected in June. Lower occupancy rates and not having as many students on campus are impacting the revenue fund to a greater extent than the general fund.

## REVENUE FUND UPDATE

As a large portion of course delivery has moved online and on-campus activities have been constrained by social distancing requirements, a variety of revenues have shown significant reductions. Room and board revenues, parking revenues and revenues from on-campus events are now projected at even lower levels than they were in budgets presented to the Board in June.

**Table 4. Fiscal Year 2021 Revenue Fund Budget**

<b>\$s in millions</b>	<b>FY2021 Approved Budget (June)</b>	<b>FY2021 Updated Budget (October)</b>	<b>\$ Change</b>	<b>% Change</b>
<b>Revenues</b>				
Other revenues	\$108.2	\$95.1	(\$13.1)	-12.1%
Programmed fund balance	\$8.0	\$12.9	\$4.9	61.6%
<b>Revenue Total</b>	\$116.2	\$108.9	(\$8.1)	-7.0%
<b>Expenses</b>				
Compensation	\$29.0	\$27.9	(\$1.1)	-3.9%
Other operating costs	\$86.8	\$81.1	(\$5.7)	-6.5%
<b>Expenses Total</b>	\$115.9	\$109.1	(\$6.8)	-5.9%
<b>Budget balance</b>	\$ .4	(\$1.0)		

*\*Numbers may not add due to rounding*

Table 4 shows a 12 percent decline in revenues compared to June projections, \$13.1 million. Expense projections are also projected to be lower, but due to the ongoing needs to provide services that are safe and sound, to ensure proper upkeep and to account for inflation, cost decreases do not match revenue decreases. Thus, use of fund balance is projected to increase by over \$8 million, a significant increase in the need projected in June.

## STATUS OF STATE AND FEDERAL FINANCIAL SUPPORT

The May 2020 Interim Budget Forecast issued by Minnesota Management and Budget (MMB) showed a \$2.426 billion deficit in the State General Fund budget for the 2020-21 biennium. The State's budget reserve of roughly the same amount, however, has allowed the legislature so far to hold off on reductions to FY 2021 appropriations. While late-year un-allotments remain a

possibility, our current projections have been made with the assumption that these will be avoided.

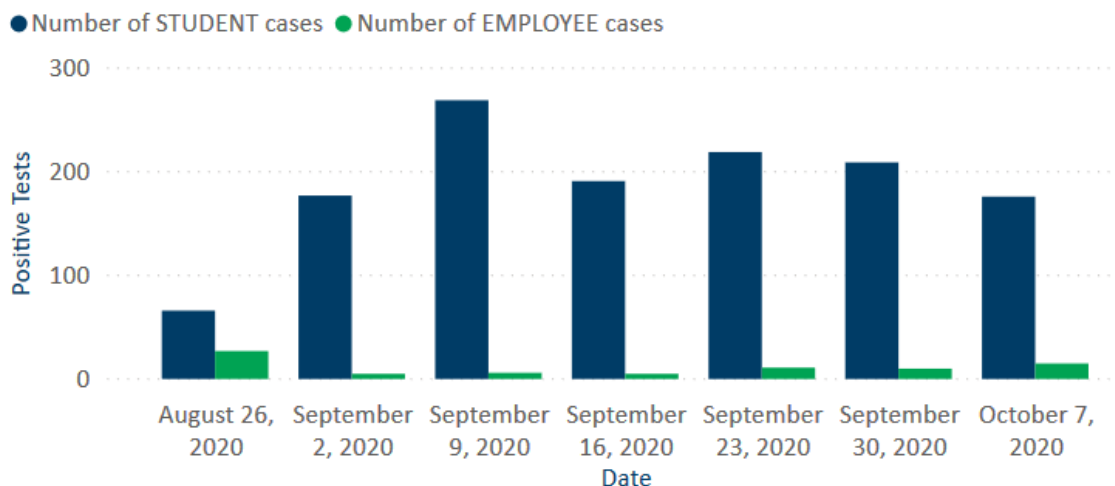
The Federal CARES Act provided our colleges and universities access to approximately \$97 million in one-time assistance to help bridge the financial challenges our students and our campuses are experiencing. Over \$58 million of this assistance was used in FY 2020. Over \$43 million of the \$47 million that was required to be provided as emergency grants directly to students was disbursed in FY 2020. Additional CARES fund uses in FY 2020 included over \$7 million for room and board refunds and over \$7 million for changes in instructional delivery and campus safety. Thus, CARES funds constitute a significant reason for the FY 2021 budgets remaining as healthy as they have. Institutions are currently planning for the remaining grant and support uses of CARES funding, which must be completed within FY 2021 according to Federal limitations on the assistance.

### ONGOING BUDGET RISKS

While CARES funding and careful planning have enabled colleges and universities to realize budget reductions in the lower range of the scenarios originally presented to the Board, risks to the FY 2021 budget that were identified in June still exist as significant threats.

**COVID-19:** Cases of COVID-19 reported by colleges and universities, including positive tests reported to campuses by the Minnesota Department of Health and by self-reporting of results from campus communities, show that cases of infection are still occurring, though at slightly lower levels. Chart 3 shows the current status as reported on Minnesota State’s COVID-19 dashboard for the system.

**Chart 3. COVID-19 Case Reporting, Positive Cases by Reporting Date**



Colleges and Universities are continuing their significant efforts to keep these numbers under control along with providing support for students to continue progress towards their educational goals.

**State economic conditions:** The State Revenue Update issued by MMB in July projects a \$4.7 billion deficit in the State General Fund budget. This projection, due both to lower projected revenues and higher projected expenditures, represents a weaker State economy for the coming biennium. Minnesota State is well positioned to provide the workforce required for the State economy to recover, but the limitations on student and State budgets will require ongoing re-examining of our institutions' budgets, especially as we begin to plan for the next biennium.

**Enrollment risk:** A slowly recovering state economy will have implications for students deciding whether or not to seek higher education and how much of their time to devote to it. Projecting enrollment and responding quickly to enrollment changes will continue to be critical activities for colleges and universities. To mitigate this risk, efforts in the areas of recruitment and retention, careful monitoring of enrollment activity, and preparing contingency plans for unexpected enrollment changes must continue. Change in enrollment is by far the primary budget risk noted by colleges and universities in their operating budget materials.

**Sufficient ongoing revenue to cover increased ongoing costs:** Certain areas of the system's budgets, notably the revenue fund supported activities, have been shown by this budget update to need increased attention for active management. While Federal CARES funding allowed campuses with housing to refund unused room and board charges on a one-time basis, continuing low housing occupancy and on-campus activity participation pose significant threats for facilities that require ongoing upkeep and repayment of bond-funded financing. Options to address these budgetary concerns include increased use of revenue fund balances, loans from general fund balances, or one-time assistance from Federal or state sources. Even with the potential options, projecting and planning for different recovery scenarios in these areas of campus life is crucial.

As was stated in June, Colleges and universities rely on state appropriation and tuition revenue to fund their operational costs. Continued reduction in tuition and campus activity revenues, and the potential for state appropriations that do not keep pace with inflationary pressures would require colleges and universities to make budget adjustments such as:

- Further reductions in faculty and staff
- Elimination of low-enrollment, high-cost programs important to regional economies
- Reductions in course offerings
- Reductions in student services
- Continued delays in addressing deferred maintenance needs
- Delays in implementation of strategic initiatives

## **CONCLUSION**

The COVID-19 pandemic has caused challenges for budgets system-wide. These challenges come on top of existing long-term concerns regarding inflationary pressures and enrollment

uncertainty. At this time, however, the revised fiscal year 2021 all funds operating budget shows a slight 0.8 percent improvement from the one presented to the Board in June. Strong efforts by colleges and universities have shifted course delivery methods while continuing to provide affordable programs and services to students. Enrollment rates have been somewhat better than projected in June for many institutions. For other institutions, enrollment has been somewhat lower than was hoped for. Revenue fund revenues—income from room and board, parking and a variety of on-campus activities—have been realized at levels lower than projected in June. This poses critical challenges if the level of the shift to remote program and service delivery continues to a similar extent beyond fiscal year 2021.

While FY 2021 budgets have been able to withstand the challenges posed to date, prospects for future enrollment levels, on-campus activity levels, and state and federal assistance all remain as high-level risks for our institutions.

Minnesota State Colleges and Universities  
 FY2021 Approved vs. FY2021 Update  
 Operating Budgets (Gross Before Net of Financial Aid)

**Alexandria Technical & Community College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	11,536,029	0	0	0	11,536,029	11,564,616	0	0	0	11,564,616
Tuition	8,543,197	0	0	0	8,543,197	8,657,859	0	0	0	8,657,859
Other	2,840,776	136,500	4,740,632	553,883	8,271,791	4,227,270	136,700	4,951,686	541,680	9,857,336
Fund Balance	764,326	0	27,700	0	792,026	1,079,596	0	33,160	0	1,112,756
<b>Total Sources</b>	<b>23,684,328</b>	<b>136,500</b>	<b>4,768,332</b>	<b>553,883</b>	<b>29,143,043</b>	<b>25,529,341</b>	<b>136,700</b>	<b>4,984,846</b>	<b>541,680</b>	<b>31,192,567</b>
<b>Uses</b>										
Personnel	18,108,642	0	518,475	0	18,627,117	18,344,053	0	676,051	80,000	19,100,104
Other Operating Costs	5,575,686	136,500	4,249,857	553,883	10,515,926	7,185,288	136,700	4,308,795	461,680	12,092,463
<b>Total Uses</b>	<b>23,684,328</b>	<b>136,500</b>	<b>4,768,332</b>	<b>553,883</b>	<b>29,143,043</b>	<b>25,529,341</b>	<b>136,700</b>	<b>4,984,846</b>	<b>541,680</b>	<b>31,192,567</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Anoka Ramsey Community College - Anoka Technical College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	32,222,550	0	0	0	32,222,550	32,266,807	0	0	0	32,266,807
Tuition	26,794,780	0	0	0	26,794,780	28,894,122	0	0	0	28,894,122
Other	4,395,040	801,650	5,937,745	2,522,440	13,656,875	4,227,974	801,650	5,937,745	2,072,727	13,040,096
Fund Balance	3,435,218	0	0	0	3,435,218	2,971,272	0	0	0	2,971,272
<b>Total Sources</b>	<b>66,847,588</b>	<b>801,650</b>	<b>5,937,745</b>	<b>2,522,440</b>	<b>76,109,423</b>	<b>68,360,175</b>	<b>801,650</b>	<b>5,937,745</b>	<b>2,072,727</b>	<b>77,172,297</b>
<b>Uses</b>										
Personnel	55,592,456	197,358	0	967,308	56,757,122	56,112,672	197,358	0	967,308	57,277,338
Other Operating Costs	11,255,132	585,078	5,937,745	1,555,132	19,333,087	12,247,503	585,078	5,937,745	1,105,419	19,875,745
<b>Total Uses</b>	<b>66,847,588</b>	<b>782,436</b>	<b>5,937,745</b>	<b>2,522,440</b>	<b>76,090,209</b>	<b>68,360,175</b>	<b>782,436</b>	<b>5,937,745</b>	<b>2,072,727</b>	<b>77,153,083</b>
<b>Sources/Uses</b>	<b>0</b>	<b>19,214</b>	<b>0</b>	<b>0</b>	<b>19,214</b>	<b>0</b>	<b>19,214</b>	<b>0</b>	<b>0</b>	<b>19,214</b>

**Bemidji State University/Northwest Technical College - Bemidji**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	26,830,961	0	0	0	26,830,961	27,038,276	0	0	0	27,038,276
Tuition	30,364,431	0	0	0	30,364,431	30,802,722	0	0	0	30,802,722
Other	6,323,300	10,232,468	19,552,412	487,726	36,595,906	7,093,000	5,043,388	19,348,412	539,728	32,024,528
Fund Balance	4,931,181	309,310	357,112	0	5,597,603	2,784,612	2,739,050	561,112	0	6,084,774
<b>Total Sources</b>	<b>68,449,873</b>	<b>10,541,778</b>	<b>19,909,524</b>	<b>487,726</b>	<b>99,388,901</b>	<b>67,718,610</b>	<b>7,782,438</b>	<b>19,909,524</b>	<b>539,728</b>	<b>95,950,300</b>
<b>Uses</b>										
Personnel	52,647,861	3,349,938	2,565,372	78,879	58,642,050	52,570,805	2,583,489	2,565,372	78,879	57,798,545
Other Operating Costs	15,802,012	7,191,840	17,344,152	408,847	40,746,851	15,147,805	5,198,949	17,344,152	370,643	38,061,549
<b>Total Uses</b>	<b>68,449,873</b>	<b>10,541,778</b>	<b>19,909,524</b>	<b>487,726</b>	<b>99,388,901</b>	<b>67,718,610</b>	<b>7,782,438</b>	<b>19,909,524</b>	<b>449,522</b>	<b>95,860,094</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90,206</b>	<b>90,206</b>

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**Central Lakes College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	16,112,634	0	0	0	16,112,634	16,112,634	0	0	0	16,112,634
Tuition	10,875,312	0	0	0	10,875,312	10,975,312	0	0	0	10,975,312
Other	3,294,433	0	13,101,629	409,543	16,805,605	2,911,994	0	12,910,710	721,427	16,544,131
Fund Balance	0	0	0	0	0	777,650	0	44,214	0	821,864
<b>Total Sources</b>	<b>30,282,379</b>	<b>0</b>	<b>13,101,629</b>	<b>409,543</b>	<b>43,793,551</b>	<b>30,777,590</b>	<b>0</b>	<b>12,954,924</b>	<b>721,427</b>	<b>44,453,941</b>
<b>Uses</b>										
Personnel	22,591,820	0	2,513,571	242,364	25,347,755	22,985,166	0	2,526,364	561,427	26,072,957
Other Operating Costs	7,646,209	0	10,545,686	167,179	18,359,074	7,792,424	0	10,428,560	160,000	18,380,984
<b>Total Uses</b>	<b>30,238,029</b>	<b>0</b>	<b>13,059,257</b>	<b>409,543</b>	<b>43,706,829</b>	<b>30,777,590</b>	<b>0</b>	<b>12,954,924</b>	<b>721,427</b>	<b>44,453,941</b>
<b>Sources/Uses</b>	<b>44,350</b>	<b>0</b>	<b>42,372</b>	<b>0</b>	<b>86,722</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Century College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	27,653,135	0	0	0	27,653,135	27,653,135	0	0	0	27,653,135
Tuition	27,970,000	0	0	0	27,970,000	27,970,000	0	0	0	27,970,000
Other	3,597,080	275,000	23,000,000	0	26,872,080	3,597,080	275,000	23,000,000	0	26,872,080
Fund Balance	0	0	0	0	0	0	0	0	0	0
<b>Total Sources</b>	<b>59,220,215</b>	<b>275,000</b>	<b>23,000,000</b>	<b>0</b>	<b>82,495,215</b>	<b>59,220,215</b>	<b>275,000</b>	<b>23,000,000</b>	<b>0</b>	<b>82,495,215</b>
<b>Uses</b>										
Personnel	49,416,078	25,000	4,000,000	0	53,441,078	49,416,078	25,000	4,000,000	0	53,441,078
Other Operating Costs	9,804,137	250,000	19,000,000	0	29,054,137	9,804,137	250,000	19,000,000	0	29,054,137
<b>Total Uses</b>	<b>59,220,215</b>	<b>275,000</b>	<b>23,000,000</b>	<b>0</b>	<b>82,495,215</b>	<b>59,220,215</b>	<b>275,000</b>	<b>23,000,000</b>	<b>0</b>	<b>82,495,215</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Dakota County Technical College - Inver Hills Community College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	29,163,997	0	0	0	29,163,997	27,192,926	0	0	0	27,192,926
Tuition	23,282,407	0	1,311,622	0	24,594,029	22,912,513	0	0	0	22,912,513
Other	4,942,400	0	12,450,779	2,184,952	19,578,131	11,904,028	0	14,307,269	2,184,952	28,396,249
Fund Balance	2,049,475	0	0	0	2,049,475	0	0	0	0	0
<b>Total Sources</b>	<b>59,438,279</b>	<b>0</b>	<b>13,762,401</b>	<b>2,184,952</b>	<b>75,385,632</b>	<b>62,009,467</b>	<b>0</b>	<b>14,307,269</b>	<b>2,184,952</b>	<b>78,501,688</b>
<b>Uses</b>										
Personnel	47,363,473	0	1,214,131	0	48,577,604	48,446,565	0	3,303,310	0	51,749,875
Other Operating Costs	12,074,806	0	12,548,270	2,184,952	26,808,028	13,562,902	0	11,003,959	2,184,952	26,751,813
<b>Total Uses</b>	<b>59,438,279</b>	<b>0</b>	<b>13,762,401</b>	<b>2,184,952</b>	<b>75,385,632</b>	<b>62,009,467</b>	<b>0</b>	<b>14,307,269</b>	<b>2,184,952</b>	<b>78,501,688</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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**Fond du Lac Tribal & Community College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	6,088,029	0	0	0	6,088,029	6,048,029	0	0	0	6,048,029
Tuition	2,275,000	0	0	0	2,275,000	2,275,000	0	0	0	2,275,000
Other	645,000	0	5,000,000	1,434,571	7,079,571	645,000	0	5,000,000	1,250,870	6,895,870
Fund Balance	602,996	0	0	0	602,996	215,126	0	0	0	215,126
<b>Total Sources</b>	<b>9,611,025</b>	<b>0</b>	<b>5,000,000</b>	<b>1,434,571</b>	<b>16,045,596</b>	<b>9,183,155</b>	<b>0</b>	<b>5,000,000</b>	<b>1,250,870</b>	<b>15,434,025</b>
<b>Uses</b>										
Personnel	7,843,800	0	1,200,000	590,400	9,634,200	7,546,400	0	1,200,000	590,400	9,336,800
Other Operating Costs	1,767,225	0	3,800,000	844,171	6,411,396	1,636,755	0	3,800,000	660,470	6,097,225
<b>Total Uses</b>	<b>9,611,025</b>	<b>0</b>	<b>5,000,000</b>	<b>1,434,571</b>	<b>16,045,596</b>	<b>9,183,155</b>	<b>0</b>	<b>5,000,000</b>	<b>1,250,870</b>	<b>15,434,025</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Hennepin Technical College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	21,188,908	0	0	0	21,188,908	20,688,908	0	0	0	20,688,908
Tuition	13,962,012	0	0	0	13,962,012	14,286,531	0	0	0	14,286,531
Other	4,282,067	0	11,254,451	0	15,536,518	4,302,113	0	11,464,451	0	15,766,564
Fund Balance	1,692,390	0	62,711	0	1,755,101	1,347,825	0	62,711	0	1,410,536
<b>Total Sources</b>	<b>41,125,377</b>	<b>0</b>	<b>11,317,162</b>	<b>0</b>	<b>52,442,539</b>	<b>40,625,377</b>	<b>0</b>	<b>11,527,162</b>	<b>0</b>	<b>52,152,539</b>
<b>Uses</b>										
Personnel	31,232,801	0	1,398,155	0	32,630,956	31,232,801	0	1,398,155	0	32,630,956
Other Operating Costs	9,892,576	0	9,919,007	0	19,811,583	9,392,576	0	10,129,007	0	19,521,583
<b>Total Uses</b>	<b>41,125,377</b>	<b>0</b>	<b>11,317,162</b>	<b>0</b>	<b>52,442,539</b>	<b>40,625,377</b>	<b>0</b>	<b>11,527,162</b>	<b>0</b>	<b>52,152,539</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Lake Superior College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	17,845,634	0	0	0	17,845,634	18,014,683	0	0	0	18,014,683
Tuition	12,683,072	0	0	0	12,683,072	13,117,874	0	0	0	13,117,874
Other	3,242,515	0	9,756,680	400,000	13,399,195	6,387,510	0	8,878,579	400,000	15,666,089
Fund Balance	534,769	0	114,799	0	649,568	620,097	0	137,933	0	758,030
<b>Total Sources</b>	<b>34,305,990</b>	<b>0</b>	<b>9,871,479</b>	<b>400,000</b>	<b>44,577,469</b>	<b>38,140,164</b>	<b>0</b>	<b>9,016,512</b>	<b>400,000</b>	<b>47,556,676</b>
<b>Uses</b>										
Personnel	25,248,272	0	1,321,804	0	26,570,076	26,242,262	0	1,321,804	0	27,564,066
Other Operating Costs	9,057,718	0	8,549,675	400,000	18,007,393	11,897,902	0	7,694,708	400,000	19,992,610
<b>Total Uses</b>	<b>34,305,990</b>	<b>0</b>	<b>9,871,479</b>	<b>400,000</b>	<b>44,577,469</b>	<b>38,140,164</b>	<b>0</b>	<b>9,016,512</b>	<b>400,000</b>	<b>47,556,676</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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**Metropolitan State University**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund		Other Funds	CARES Act	Total	General Fund		Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	33,371,587	0	0	0	33,371,587	33,371,587	0	0	0	33,371,587
Tuition	42,379,402	0	0	0	42,379,402	46,807,160	0	0	0	46,807,160
Other	3,418,717	3,326,000	63,758,970	1,993,557	72,497,244	1,799,064	3,326,000	65,424,958	2,060,495	72,610,517
Fund Balance	1,198,574	0	0	0	1,198,574	1,704,558	0	0	0	1,704,558
<b>Total Sources</b>	<b>80,368,280</b>	<b>3,326,000</b>	<b>63,758,970</b>	<b>1,993,557</b>	<b>149,446,807</b>	<b>83,682,369</b>	<b>3,326,000</b>	<b>65,424,958</b>	<b>2,060,495</b>	<b>154,493,822</b>
<b>Uses</b>										
Personnel	60,750,277	0	0	0	60,750,277	54,786,566	0	1,665,988	0	56,452,554
Other Operating Costs	19,618,003	3,326,000	63,758,970	1,993,557	88,696,530	28,895,803	3,326,000	63,758,970	2,060,495	98,041,268
<b>Total Uses</b>	<b>80,368,280</b>	<b>3,326,000</b>	<b>63,758,970</b>	<b>1,993,557</b>	<b>149,446,807</b>	<b>83,682,369</b>	<b>3,326,000</b>	<b>65,424,958</b>	<b>2,060,495</b>	<b>154,493,822</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Minneapolis Community & Technical College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	24,438,762	0	0	0	24,438,762	24,438,762	0	0	0	24,438,762
Tuition	23,578,003	0	0	0	23,578,003	22,820,763	0	0	0	22,820,763
Other	2,156,684	1,608,250	21,718,453	2,020,061	27,503,448	2,239,037	1,608,250	21,718,453	2,020,061	27,585,801
Fund Balance	0	613,248	0	0	613,248	243,230	613,248	0	0	856,478
<b>Total Sources</b>	<b>50,173,449</b>	<b>2,221,498</b>	<b>21,718,453</b>	<b>2,020,061</b>	<b>76,133,461</b>	<b>49,741,792</b>	<b>2,221,498</b>	<b>21,718,453</b>	<b>2,020,061</b>	<b>75,701,804</b>
<b>Uses</b>										
Personnel	41,828,016	577,881	3,298,435	1,010,031	46,714,363	41,438,146	577,881	3,298,435	1,010,031	46,324,493
Other Operating Costs	8,345,433	1,643,617	18,420,018	1,010,030	29,419,098	8,303,646	1,643,617	18,420,018	1,010,030	29,377,311
<b>Total Uses</b>	<b>50,173,449</b>	<b>2,221,498</b>	<b>21,718,453</b>	<b>2,020,061</b>	<b>76,133,461</b>	<b>49,741,792</b>	<b>2,221,498</b>	<b>21,718,453</b>	<b>2,020,061</b>	<b>75,701,804</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Minnesota State College - Southeast**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	8,600,000	0	0	0	8,600,000	8,600,000	0	0	0	8,600,000
Tuition	5,600,000	0	0	0	5,600,000	5,600,000	0	0	0	5,600,000
Other	1,200,000	0	3,600,000	333,223	5,133,223	1,200,000	0	3,600,000	333,223	5,133,223
Fund Balance	0	0	0	0	0	0	0	0	0	0
<b>Total Sources</b>	<b>15,400,000</b>	<b>0</b>	<b>3,600,000</b>	<b>333,223</b>	<b>19,333,223</b>	<b>15,400,000</b>	<b>0</b>	<b>3,600,000</b>	<b>333,223</b>	<b>19,333,223</b>
<b>Uses</b>										
Personnel	12,000,000	0	0	0	12,000,000	12,000,000	0	0	0	12,000,000
Other Operating Costs	3,400,000	0	3,600,000	333,223	7,333,223	3,400,000	0	3,600,000	333,223	7,333,223
<b>Total Uses</b>	<b>15,400,000</b>	<b>0</b>	<b>3,600,000</b>	<b>333,223</b>	<b>19,333,223</b>	<b>15,400,000</b>	<b>0</b>	<b>3,600,000</b>	<b>333,223</b>	<b>19,333,223</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



Minnesota State Colleges and Universities  
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**Minnesota State Community & Technical College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	22,105,976	0	0	0	22,105,976	21,922,366	0	0	0	21,922,366
Tuition	14,901,486	0	0	0	14,901,486	14,975,486	0	0	0	14,975,486
Other	4,605,853	136,148	14,587,861	951,980	20,281,842	5,020,787	136,148	13,937,261	1,463,609	20,557,805
Fund Balance	1,207,413	35,821	0	0	1,243,234	1,207,413	35,821	0	0	1,243,234
<b>Total Sources</b>	<b>42,820,728</b>	<b>171,969</b>	<b>14,587,861</b>	<b>951,980</b>	<b>58,532,538</b>	<b>43,126,052</b>	<b>171,969</b>	<b>13,937,261</b>	<b>1,463,609</b>	<b>58,698,891</b>
<b>Uses</b>										
Personnel	34,387,456	72,000	1,527,946	750,000	36,737,402	34,452,660	72,000	1,468,321	250,000	36,242,981
Other Operating Costs	8,433,272	99,969	13,059,915	201,980	21,795,136	8,673,392	99,969	12,468,940	1,213,609	22,455,910
<b>Total Uses</b>	<b>42,820,728</b>	<b>171,969</b>	<b>14,587,861</b>	<b>951,980</b>	<b>58,532,538</b>	<b>43,126,052</b>	<b>171,969</b>	<b>13,937,261</b>	<b>1,463,609</b>	<b>58,698,891</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Minnesota State University Moorhead**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	27,565,951	0	0	0	27,565,951	28,084,577	0	0	0	28,084,577
Tuition	39,644,382	0	0	0	39,644,382	38,131,129	0	0	0	38,131,129
Other	2,245,937	14,248,868	21,975,886	1,884,267	40,354,958	2,245,937	10,951,350	21,708,387	1,884,267	36,789,941
Fund Balance	3,749,483	0	0	0	3,749,483	4,155,650	1,937,724	0	0	6,093,374
<b>Total Sources</b>	<b>73,205,753</b>	<b>14,248,868</b>	<b>21,975,886</b>	<b>1,884,267</b>	<b>111,314,774</b>	<b>72,617,293</b>	<b>12,889,074</b>	<b>21,708,387</b>	<b>1,884,267</b>	<b>109,099,021</b>
<b>Uses</b>										
Personnel	58,029,756	2,990,457	3,621,658	0	64,641,871	57,441,297	2,857,839	3,599,201	0	63,898,337
Other Operating Costs	15,175,997	11,238,485	18,328,043	1,884,267	46,626,792	15,175,996	10,031,235	18,109,186	1,884,267	45,200,684
<b>Total Uses</b>	<b>73,205,753</b>	<b>14,228,942</b>	<b>21,949,701</b>	<b>1,884,267</b>	<b>111,268,663</b>	<b>72,617,293</b>	<b>12,889,074</b>	<b>21,708,387</b>	<b>1,884,267</b>	<b>109,099,021</b>
<b>Sources/Uses</b>	<b>0</b>	<b>19,926</b>	<b>26,185</b>	<b>0</b>	<b>46,111</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Minnesota State University, Mankato**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	57,041,916	0	0	0	57,041,916	58,466,916	0	0	0	58,466,916
Tuition	113,285,000	0	0	0	113,285,000	116,725,000	0	0	0	116,725,000
Other	19,083,000	30,442,641	50,099,490	0	99,625,131	19,564,765	28,873,639	50,099,490	2,181,765	100,719,659
Fund Balance	7,100,000	212,524	0	0	7,312,524	2,500,000	81,281	0	0	2,581,281
<b>Total Sources</b>	<b>196,509,916</b>	<b>30,655,165</b>	<b>50,099,490</b>	<b>0</b>	<b>277,264,571</b>	<b>197,256,681</b>	<b>28,954,920</b>	<b>50,099,490</b>	<b>2,181,765</b>	<b>278,492,856</b>
<b>Uses</b>										
Personnel	143,053,183	7,959,857	10,229,851	0	161,242,891	143,053,183	7,908,556	10,229,851	0	161,191,590
Other Operating Costs	53,456,733	22,695,308	39,869,640	0	116,021,681	54,203,498	21,046,364	39,869,640	2,181,765	117,301,267
<b>Total Uses</b>	<b>196,509,916</b>	<b>30,655,165</b>	<b>50,099,490</b>	<b>0</b>	<b>277,264,571</b>	<b>197,256,681</b>	<b>28,954,920</b>	<b>50,099,490</b>	<b>2,181,765</b>	<b>278,492,856</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Minnesota State Colleges and Universities  
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**Minnesota West Community & Technical College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	13,575,190	0	0	0	13,575,190	13,575,190	0	0	0	13,575,190
Tuition	8,790,477	0	0	0	8,790,477	9,418,308	0	0	0	9,418,308
Other	3,009,877	0	7,109,410	236,047	10,355,334	3,044,377	0	7,109,410	236,047	10,389,834
Fund Balance	1,961,556	0	2,300,000	0	4,261,556	1,299,225	0	2,300,000	0	3,599,225
<b>Total Sources</b>	<b>27,337,100</b>	<b>0</b>	<b>9,409,410</b>	<b>236,047</b>	<b>36,982,557</b>	<b>27,337,100</b>	<b>0</b>	<b>9,409,410</b>	<b>236,047</b>	<b>36,982,557</b>
<b>Uses</b>										
Personnel	19,965,486	0	771,472	90,000	20,826,958	19,965,486	0	771,472	90,000	20,826,958
Other Operating Costs	7,371,614	0	8,637,938	146,047	16,155,599	7,371,614	0	8,637,938	146,047	16,155,599
<b>Total Uses</b>	<b>27,337,100</b>	<b>0</b>	<b>9,409,410</b>	<b>236,047</b>	<b>36,982,557</b>	<b>27,337,100</b>	<b>0</b>	<b>9,409,410</b>	<b>236,047</b>	<b>36,982,557</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Normandale Community College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	28,775,796	0	0	0	28,775,796	27,486,053	0	0	0	27,486,053
Tuition	33,340,114	0	0	0	33,340,114	33,292,647	0	0	0	33,292,647
Other	8,239,580	3,471,390	22,387,230	2,731,713	36,829,913	7,496,939	1,805,663	22,321,430	2,772,275	34,396,307
Fund Balance	507,543	335,238	0	0	842,781	153,159	373,670	2,300,000	0	2,826,829
<b>Total Sources</b>	<b>70,863,033</b>	<b>3,806,628</b>	<b>22,387,230</b>	<b>2,731,713</b>	<b>99,788,604</b>	<b>68,428,798</b>	<b>2,179,333</b>	<b>24,621,430</b>	<b>2,772,275</b>	<b>98,001,836</b>
<b>Uses</b>										
Personnel	52,077,575	586,013	1,953,689	0	54,617,277	47,954,070	402,036	2,007,819	0	50,363,925
Other Operating Costs	18,785,458	3,191,754	20,280,379	2,731,713	44,989,304	20,474,728	2,970,000	22,633,249	2,772,275	48,850,252
<b>Total Uses</b>	<b>70,863,033</b>	<b>3,777,767</b>	<b>22,234,068</b>	<b>2,731,713</b>	<b>99,606,581</b>	<b>68,428,798</b>	<b>3,372,036</b>	<b>24,641,068</b>	<b>2,772,275</b>	<b>99,214,177</b>
<b>Sources/Uses</b>	<b>0</b>	<b>28,861</b>	<b>153,162</b>	<b>0</b>	<b>182,023</b>	<b>0</b>	<b>(1,192,703)</b>	<b>(19,638)</b>	<b>0</b>	<b>(1,212,341)</b>

**North Hennepin Community College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	19,266,212	0	0	0	19,266,212	19,266,212	0	0	0	19,266,212
Tuition	17,679,276	0	0	0	17,679,276	18,693,314	0	0	0	18,693,314
Other	1,600,000	0	19,000,000	1,510,713	22,110,713	1,600,000	0	19,000,000	3,021,426	23,621,426
Fund Balance	3,451,731	0	0	0	3,451,731	4,138,693	0	0	0	4,138,693
<b>Total Sources</b>	<b>41,997,219</b>	<b>0</b>	<b>19,000,000</b>	<b>1,510,713</b>	<b>62,507,932</b>	<b>43,698,219</b>	<b>0</b>	<b>19,000,000</b>	<b>3,021,426</b>	<b>65,719,645</b>
<b>Uses</b>										
Personnel	33,990,000	0	2,517,391	0	36,507,391	35,675,000	0	2,517,391	0	38,192,391
Other Operating Costs	8,007,219	0	16,482,609	1,510,713	26,000,541	8,023,219	0	16,482,609	3,021,426	27,527,254
<b>Total Uses</b>	<b>41,997,219</b>	<b>0</b>	<b>19,000,000</b>	<b>1,510,713</b>	<b>62,507,932</b>	<b>43,698,219</b>	<b>0</b>	<b>19,000,000</b>	<b>3,021,426</b>	<b>65,719,645</b>
<b>Sources/Uses</b>	<b>(0)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Minnesota State Colleges and Universities  
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**Northeast Higher Education District**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	20,651,427	0	0	0	20,651,427	20,651,745	0	0	0	20,651,745
Tuition	13,998,629	0	0	0	13,998,629	13,473,987	0	0	0	13,473,987
Other	3,757,094	1,282,500	17,368,000	1,313,446	23,721,040	3,668,994	1,282,500	17,368,000	1,124,686	23,444,180
Fund Balance	1,928,763	0	37,000	0	1,965,763	2,438,270	0	37,000	0	2,475,270
<b>Total Sources</b>	<b>40,335,913</b>	<b>1,282,500</b>	<b>17,405,000</b>	<b>1,313,446</b>	<b>60,336,859</b>	<b>40,232,996</b>	<b>1,282,500</b>	<b>17,405,000</b>	<b>1,124,686</b>	<b>60,045,182</b>
<b>Uses</b>										
Personnel	31,166,970	372,000	2,767,200	0	34,306,170	31,115,232	372,000	2,767,200	0	34,254,432
Other Operating Costs	9,168,943	714,550	14,386,500	1,313,446	25,583,439	9,117,764	714,550	14,386,500	1,124,686	25,343,500
<b>Total Uses</b>	<b>40,335,913</b>	<b>1,086,550</b>	<b>17,153,700</b>	<b>1,313,446</b>	<b>59,889,609</b>	<b>40,232,996</b>	<b>1,086,550</b>	<b>17,153,700</b>	<b>1,124,686</b>	<b>59,597,932</b>
<b>Sources/Uses</b>	<b>0</b>	<b>195,950</b>	<b>251,300</b>	<b>0</b>	<b>447,250</b>	<b>0</b>	<b>195,950</b>	<b>251,300</b>	<b>0</b>	<b>447,250</b>

**Northland Community & Technical College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	14,364,445	0	0	0	14,364,445	13,884,869	0	0	0	13,884,869
Tuition	10,267,237	0	0	0	10,267,237	9,624,232	0	0	0	9,624,232
Other	2,731,484	0	8,686,259	227,705	11,645,448	3,022,676	0	8,466,259	227,705	11,716,640
Fund Balance	1,507,765	0	78,000	0	1,585,765	800,000	0	78,000	0	878,000
<b>Total Sources</b>	<b>28,870,931</b>	<b>0</b>	<b>8,764,259</b>	<b>227,705</b>	<b>37,862,895</b>	<b>27,331,777</b>	<b>0</b>	<b>8,544,259</b>	<b>227,705</b>	<b>36,103,741</b>
<b>Uses</b>										
Personnel	21,549,933	0	1,236,543	227,705	23,014,181	21,146,858	0	1,236,543	227,705	22,611,106
Other Operating Costs	7,320,998	0	7,527,716	0	14,848,714	6,184,919	0	7,307,716	0	13,492,635
<b>Total Uses</b>	<b>28,870,931</b>	<b>0</b>	<b>8,764,259</b>	<b>227,705</b>	<b>37,862,895</b>	<b>27,331,777</b>	<b>0</b>	<b>8,544,259</b>	<b>227,705</b>	<b>36,103,741</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Pine Technical & Community College**

Sources	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
State Appropriation	5,508,449	0	0	0	5,508,449	5,508,449	0	0	0	5,508,449
Tuition	3,083,849	0	0	0	3,083,849	2,631,137	0	0	0	2,631,137
Other	3,914,236	0	4,074,453	295,668	8,284,357	3,904,236	0	4,074,453	295,668	8,274,357
Fund Balance	0	0	0	0	0	0	0	0	0	0
<b>Total Sources</b>	<b>12,506,534</b>	<b>0</b>	<b>4,074,453</b>	<b>295,668</b>	<b>16,876,655</b>	<b>12,043,822</b>	<b>0</b>	<b>4,074,453</b>	<b>295,668</b>	<b>16,413,943</b>
<b>Uses</b>										
Personnel	9,063,805	0	342,572	100,000	9,506,377	8,801,093	0	342,572	100,000	9,243,665
Other Operating Costs	3,442,729	0	3,731,881	195,668	7,370,278	3,242,729	0	3,731,881	195,668	7,170,278
<b>Total Uses</b>	<b>12,506,534</b>	<b>0</b>	<b>4,074,453</b>	<b>295,668</b>	<b>16,876,655</b>	<b>12,043,822</b>	<b>0</b>	<b>4,074,453</b>	<b>295,668</b>	<b>16,413,943</b>
<b>Sources/Uses</b>	<b>(0)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(0)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Minnesota State Colleges and Universities  
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**Ridgewater College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	17,180,511	0	0	0	17,180,511	17,036,063	0	0	0	17,036,063
Tuition	11,820,987	0	0	0	11,820,987	11,631,646	0	0	0	11,631,646
Other	3,908,174	0	10,061,112	300,000	14,269,286	3,902,044	0	11,298,921	863,936	16,064,901
Fund Balance	2,496,645	0	0	0	2,496,645	2,304,427	0	0	0	2,304,427
<b>Total Sources</b>	<b>35,406,317</b>	<b>0</b>	<b>10,061,112</b>	<b>300,000</b>	<b>45,767,429</b>	<b>34,874,180</b>	<b>0</b>	<b>11,298,921</b>	<b>863,936</b>	<b>47,037,037</b>
<b>Uses</b>										
Personnel	27,421,585	0	1,387,517	0	28,809,102	27,044,153	0	1,178,777	0	28,222,930
Other Operating Costs	7,984,732	0	8,673,595	300,000	16,958,327	7,830,027	0	10,120,144	863,936	18,814,107
<b>Total Uses</b>	<b>35,406,317</b>	<b>0</b>	<b>10,061,112</b>	<b>300,000</b>	<b>45,767,429</b>	<b>34,874,180</b>	<b>0</b>	<b>11,298,921</b>	<b>863,936</b>	<b>47,037,037</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Riverland Community College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	12,316,342	0	0	0	12,316,342	12,316,342	0	0	0	12,316,342
Tuition	10,620,797	0	0	0	10,620,797	10,920,797	0	0	0	10,920,797
Other	2,025,860	0	9,500,000	657,070	12,182,930	2,025,860	0	9,500,000	657,070	12,182,930
Fund Balance	300,000	0	0	0	300,000	0	0	0	0	0
<b>Total Sources</b>	<b>25,262,999</b>	<b>0</b>	<b>9,500,000</b>	<b>657,070</b>	<b>35,420,069</b>	<b>25,262,999</b>	<b>0</b>	<b>9,500,000</b>	<b>657,070</b>	<b>35,420,069</b>
<b>Uses</b>										
Personnel	20,173,991	0	700,000	450,000	21,323,991	20,173,991	0	700,000	250,000	21,123,991
Other Operating Costs	5,089,008	0	8,800,000	207,070	14,096,078	5,089,008	0	8,800,000	407,070	14,296,078
<b>Total Uses</b>	<b>25,262,999</b>	<b>0</b>	<b>9,500,000</b>	<b>657,070</b>	<b>35,420,069</b>	<b>25,262,999</b>	<b>0</b>	<b>9,500,000</b>	<b>657,070</b>	<b>35,420,069</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Rochester Community & Technical College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	19,330,790	0	0	0	19,330,790	19,330,790	0	0	0	19,330,790
Tuition	17,734,661	0	0	0	17,734,661	17,734,661	0	0	0	17,734,661
Other	3,492,566	0	15,851,032	1,525,025	20,868,623	3,492,566	0	15,851,032	1,525,025	20,868,623
Fund Balance	1,293,836	0	348,943	0	1,642,779	1,293,836	0	348,943	0	1,642,779
<b>Total Sources</b>	<b>41,851,853</b>	<b>0</b>	<b>16,199,975</b>	<b>1,525,025</b>	<b>59,576,853</b>	<b>41,851,853</b>	<b>0</b>	<b>16,199,975</b>	<b>1,525,025</b>	<b>59,576,853</b>
<b>Uses</b>										
Personnel	32,583,990	0	3,158,662	0	35,742,652	32,583,990	0	3,158,662	0	35,742,652
Other Operating Costs	9,267,863	0	13,041,313	1,525,025	23,834,201	9,267,863	0	13,041,313	1,525,025	23,834,201
<b>Total Uses</b>	<b>41,851,853</b>	<b>0</b>	<b>16,199,975</b>	<b>1,525,025</b>	<b>59,576,853</b>	<b>41,851,853</b>	<b>0</b>	<b>16,199,975</b>	<b>1,525,025</b>	<b>59,576,853</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Minnesota State Colleges and Universities  
 FY2021 Approved vs. FY2021 Update  
 Operating Budgets (Gross Before Net of Financial Aid)

**Saint Paul College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	21,981,668	0	0	0	21,981,668	21,981,668	0	0	0	21,981,668
Tuition	18,514,856	0	0	0	18,514,856	18,514,856	0	0	0	18,514,856
Other	3,490,587	1,362,300	23,210,500	2,708,585	30,771,972	3,490,587	1,362,300	23,210,500	2,708,585	30,771,972
Fund Balance	0	0	0	0	0	0	0	0	0	0
<b>Total Sources</b>	<b>43,987,111</b>	<b>1,362,300</b>	<b>23,210,500</b>	<b>2,708,585</b>	<b>71,268,496</b>	<b>43,987,111</b>	<b>1,362,300</b>	<b>23,210,500</b>	<b>2,708,585</b>	<b>71,268,496</b>
<b>Uses</b>										
Personnel	35,756,634	100,000	2,929,714	500,000	39,286,348	35,756,634	100,000	2,929,714	500,000	39,286,348
Other Operating Costs	8,230,477	1,262,300	20,280,786	2,208,585	31,982,148	8,230,477	1,262,300	20,280,786	2,208,585	31,982,148
<b>Total Uses</b>	<b>43,987,111</b>	<b>1,362,300</b>	<b>23,210,500</b>	<b>2,708,585</b>	<b>71,268,496</b>	<b>43,987,111</b>	<b>1,362,300</b>	<b>23,210,500</b>	<b>2,708,585</b>	<b>71,268,496</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**St. Cloud State University**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	55,293,000	0	0	0	55,293,000	54,762,000	0	0	0	54,762,000
Tuition	74,125,000	0	0	0	74,125,000	71,775,000	0	0	0	71,775,000
Other	10,231,000	13,693,661	51,500,000	565,598	75,990,259	8,451,000	12,598,661	50,880,000	565,598	72,495,259
Fund Balance	8,601,000	2,815,973	1,500,000	0	12,916,973	9,101,000	3,310,973	1,520,000	0	13,931,973
<b>Total Sources</b>	<b>148,250,000</b>	<b>16,509,634</b>	<b>53,000,000</b>	<b>565,598</b>	<b>218,325,232</b>	<b>144,089,000</b>	<b>15,909,634</b>	<b>52,400,000</b>	<b>565,598</b>	<b>212,964,232</b>
<b>Uses</b>										
Personnel	118,775,000	4,888,707	2,650,000	0	126,313,707	117,619,000	4,888,707	2,650,000	0	125,157,707
Other Operating Costs	29,475,000	11,620,927	50,350,000	565,598	92,011,525	26,470,000	11,020,927	49,750,000	565,598	87,806,525
<b>Total Uses</b>	<b>148,250,000</b>	<b>16,509,634</b>	<b>53,000,000</b>	<b>565,598</b>	<b>218,325,232</b>	<b>144,089,000</b>	<b>15,909,634</b>	<b>52,400,000</b>	<b>565,598</b>	<b>212,964,232</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**St. Cloud Technical & Community College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	15,610,284	0	0	0	15,610,284	15,610,284	0	0	0	15,610,284
Tuition	12,194,303	0	0	0	12,194,303	14,232,271	0	0	0	14,232,271
Other	1,614,664	0	13,629,235	1,601,648	16,845,547	1,614,664	0	13,629,235	1,625,129	16,869,028
Fund Balance	2,802,566	0	0	0	2,802,566	1,520,519	0	0	0	1,520,519
<b>Total Sources</b>	<b>32,221,817</b>	<b>0</b>	<b>13,629,235</b>	<b>1,601,648</b>	<b>47,452,700</b>	<b>32,977,738</b>	<b>0</b>	<b>13,629,235</b>	<b>1,625,129</b>	<b>48,232,102</b>
<b>Uses</b>										
Personnel	26,949,977	0	1,326,062	0	28,276,039	27,459,373	0	1,326,062	0	28,785,435
Other Operating Costs	5,271,840	0	12,303,173	1,601,648	19,176,661	5,518,365	0	12,303,173	1,625,129	19,446,667
<b>Total Uses</b>	<b>32,221,817</b>	<b>0</b>	<b>13,629,235</b>	<b>1,601,648</b>	<b>47,452,700</b>	<b>32,977,738</b>	<b>0</b>	<b>13,629,235</b>	<b>1,625,129</b>	<b>48,232,102</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Minnesota State Colleges and Universities  
 FY2021 Approved vs. FY2021 Update  
 Operating Budgets (Gross Before Net of Financial Aid)

**South Central College**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	13,484,663	0	0	0	13,484,663	13,484,663	0	0	0	13,484,663
Tuition	10,100,000	0	0	0	10,100,000	9,292,200	0	0	0	9,292,200
Other	2,500,000	0	17,300,000	687,000	20,487,000	2,500,000	0	17,300,000	917,500	20,717,500
Fund Balance	112,337	0	0	0	112,337	442,609	0	0	0	442,609
<b>Total Sources</b>	<b>26,197,000</b>	<b>0</b>	<b>17,300,000</b>	<b>687,000</b>	<b>44,184,000</b>	<b>25,719,472</b>	<b>0</b>	<b>17,300,000</b>	<b>917,500</b>	<b>43,936,972</b>
<b>Uses</b>										
Personnel	20,700,000	0	650,000	0	21,350,000	20,222,472	0	650,000	0	20,872,472
Other Operating Costs	5,497,000	0	16,650,000	687,000	22,834,000	5,497,000	0	16,650,000	917,500	23,064,500
<b>Total Uses</b>	<b>26,197,000</b>	<b>0</b>	<b>17,300,000</b>	<b>687,000</b>	<b>44,184,000</b>	<b>25,719,472</b>	<b>0</b>	<b>17,300,000</b>	<b>917,500</b>	<b>43,936,972</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Southwest Minnesota State University**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	18,789,328	0	0	0	18,789,328	18,973,535	0	0	0	18,973,535
Tuition	19,739,061	0	0	0	19,739,061	19,532,461	0	0	0	19,532,461
Other	2,803,501	5,802,038	11,663,052	344,017	20,612,608	2,803,501	5,710,098	11,663,052	367,201	20,543,852
Fund Balance	921,551	0	121,883	0	1,043,434	921,551	0	121,883	0	1,043,434
<b>Total Sources</b>	<b>42,253,441</b>	<b>5,802,038</b>	<b>11,784,935</b>	<b>344,017</b>	<b>60,184,431</b>	<b>42,231,048</b>	<b>5,710,098</b>	<b>11,784,935</b>	<b>367,201</b>	<b>60,093,282</b>
<b>Uses</b>										
Personnel	34,111,966	1,628,255	1,087,051	0	36,827,272	34,111,966	1,628,255	1,087,051	0	36,827,272
Other Operating Costs	8,141,475	4,081,843	10,697,884	344,017	23,265,219	8,119,082	4,081,843	10,697,884	367,201	23,266,010
<b>Total Uses</b>	<b>42,253,441</b>	<b>5,710,098</b>	<b>11,784,935</b>	<b>344,017</b>	<b>60,092,491</b>	<b>42,231,048</b>	<b>5,710,098</b>	<b>11,784,935</b>	<b>367,201</b>	<b>60,093,282</b>
<b>Sources/Uses</b>	<b>0</b>	<b>91,940</b>	<b>0</b>	<b>0</b>	<b>91,940</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Winona State University**

	FY2021 - MAY 2020					FY2021 UPDATE				
	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	Total
<b>Sources</b>										
State Appropriation	39,242,672	0	0	0	39,242,672	39,552,602	0	0	0	39,552,602
Tuition	51,892,812	0	0	0	51,892,812	49,597,545	0	0	0	49,597,545
Other	10,709,244	20,694,907	29,744,071	0	61,148,222	10,709,244	20,527,759	29,013,319	2,674,811	62,925,133
Fund Balance	2,059,113	3,692,812	1,027,527	0	6,779,452	4,044,449	3,859,960	1,555,079	0	9,459,488
<b>Total Sources</b>	<b>103,903,841</b>	<b>24,387,719</b>	<b>30,771,598</b>	<b>0</b>	<b>159,063,158</b>	<b>103,903,840</b>	<b>24,387,719</b>	<b>30,568,398</b>	<b>2,674,811</b>	<b>161,534,768</b>
<b>Uses</b>										
Personnel	77,154,142	5,776,138	4,913,831	0	87,844,111	77,154,142	5,776,138	4,909,731	300,000	88,140,011
Other Operating Costs	26,749,699	18,611,581	25,842,652	0	71,203,932	26,749,698	18,611,581	25,643,552	2,374,811	73,379,642
<b>Total Uses</b>	<b>103,903,841</b>	<b>24,387,719</b>	<b>30,756,483</b>	<b>0</b>	<b>159,048,043</b>	<b>103,903,840</b>	<b>24,387,719</b>	<b>30,553,283</b>	<b>2,674,811</b>	<b>161,519,653</b>
<b>Sources/Uses</b>	<b>0</b>	<b>0</b>	<b>15,115</b>	<b>0</b>	<b>15,115</b>	<b>0</b>	<b>0</b>	<b>15,115</b>	<b>0</b>	<b>15,115</b>

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Finance Committee

**Date:** October 21, 2020

**Title:** FY2022-2023 Biennial Budget Request (First Reading)

**Purpose (check one):**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input checked="" type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input type="checkbox"/> Information                                   |   |

**Brief Description:**

Board Policy 5.9, *Biennial and Annual Operating Budget Planning and Approval*, requires the Board of Trustees to approve the system's legislative biennial operating budget request. This is the first reading of the FY2022-FY2023 legislative operating request.

**Scheduled Presenters:**

Bill Maki, Vice Chancellor for Finance and Facilities  
Steve Ernest, System Director, Financial Planning and Analysis

**BOARD OF TRUSTEES  
MINNESOTA STATE**

**BOARD ACTION**

FY2022-2023 LEGISLATIVE BIENNIAL BUDGET REQUEST (FIRST READING)

**INTRODUCTION**

Board Policy 5.9, *Biennial and Annual Operating Budget Planning and Approval*, requires the Board of Trustees to approve the system’s legislative biennial operating budget request. This is the first reading of the FY2022-FY2023 legislative operating request.

**LEGISLATIVE BIENNIAL OPERATING BUDGET REQUEST**

Every two years the Board of Trustees submits its biennial operating budget request to the governor and the state legislature for their review and consideration. The proposed FY2022-FY2023 legislative operating budget proposal is designed to serve our students, our communities and our state. It focuses on protecting Minnesota State’s commitment to inclusive excellence and ensuring our students receive an extraordinary, affordable, and accessible education.

In developing the proposal, both statewide student associations, all statewide bargaining units, and the Leadership Council were invited to provide input and guidance. Many of the themes and suggestions identified by these groups have been incorporated into the legislative operating budget proposal.

The proposal requests \$120 million in additional funding over the biennium (\$46 million in FY2022 and \$74 million in FY2023):

- \$75 million for campus responsiveness and stabilization to support increases in campus expenses due to the pandemic and inflationary costs
- \$45 million to support equity and affordability

The first reading of the biennial budget request along with continued consultation with system stakeholders will inform the structure of the proposed equity and affordability priorities that will be ultimately presented to the Board of Trustees for the second reading of the request at the November meeting. Preliminarily we have identified the following priorities and an approximate range of the funding request for each priority out of the total \$45M for equity and affordability:

- Student basic needs such as food insecurity and housing insecurity as well as support for mental health needs - \$5M-\$10M



- Additional campus support services - \$5-\$10M
- Career and Technical Education support - \$5M-\$10M
- Expansion of Open Educational Resources - \$1M-\$2M
- New Scholarship programs - \$20M-\$25M

The scholarship programs were identified as \$25 million in targeted financial support in the system’s FY2020-FY2021 biennial budget request. This portion of the request was not funded in final budget. These programs are intended to address affordability while also strengthening access and helping our students advance and succeed, especially diverse student groups. Updated data is being run to account for changes that have occurred related to federal and state grant programs, student cost of attendance amounts, and the makeup of our current students. Once this data is complete we will be able to update the parameters of the program as well as the impact will have for our students if funded.

This biennial budget proposal also recognizes the statutory authority of the Board of Trustees to govern and operate Minnesota State, including setting tuition rates.

The Finance Committee recommends that the Board of Trustees adopt the following motion:

**RECOMMENDED COMMITTEE MOTION**

The FY2022-FY2023 legislative request strengthens the state’s commitment to inclusive excellence and ensuring our students receive an extraordinary, affordable, and accessible education. The Board of Trustees approves the FY2022-FY2023 biennial budget request in the amount of \$808,534,000 in FY2022 and \$836,534,000 in FY2023 for a total of \$1,645,068,000.

The Board of Trustees has been granted the authority in state statute to govern and operate Minnesota State. The board, after full consultation with Minnesota State constituencies, will make final budget decisions, including setting tuition rates, at the conclusion of the legislative session.

**RECOMMENDED BOARD MOTION**

The FY2022-FY2023 legislative request strengthens the state’s commitment to inclusive excellence and ensuring our students receive an extraordinary, affordable, and accessible education. The Board of Trustees approves the FY2022-FY2023 biennial budget request in the amount of \$808,534,000 in FY2022 and \$836,534,000 in FY2023 for a total of \$1,645,068,000.

The Board of Trustees has been granted the authority in state statute to govern and operate Minnesota State. The board, after full consultation with Minnesota State constituencies, will make final budget decisions, including setting tuition rates, at the conclusion of the legislative session.

*Date Presented to the Board of Trustees:* (First Reading)  
*Date of Board action:* (First Reading)



## FY2022-2023 Biennial Budget Request

Board of Trustees  
October 2020

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## FY2022-2023 operating request focuses on:

- Continuing to meet Minnesota's talent needs by providing high-quality, affordable, and relevant academic programs
- Protecting our commitment to inclusive excellence and ensuring our students receive an extraordinary, affordable, and accessible education
- Closing the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location

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## Consultation has begun and will continue with Minnesota State stakeholders

All statewide bargaining units, both student associations, and the leadership council have been invited to provide advice

- Primary Themes to date:
  - Support for advancing the work of Equity 2030 should be a predominant part of the request
  - Make the case that adequately funding higher education is critical to the state of Minnesota
  - Help address Minnesota’s economic and racial disparities
  - Stay focused on sustaining access and improving affordability
  - Support for career technical education and professional programs
  - Provide operating support to the campuses to protect students, programs, and campuses

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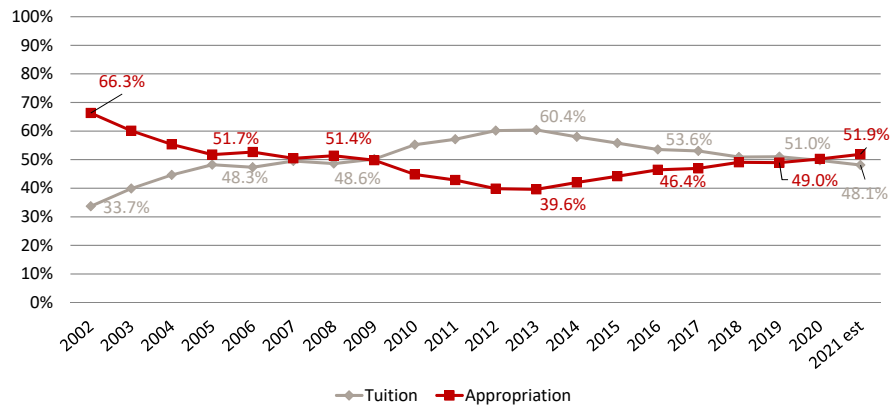
## FY2022-2023 operating request reflects:

- Focus on Minnesota State’s top strategic priorities
- Support to move the State of MN towards its historical level of investment
- Acknowledgement of our structural general fund budgetary deficit
- Recognition of the current and projected financial condition of the State of MN

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## Relationship Between Appropriation and Tuition



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## \$120 million in new funding over the biennium

- \$75 million for **campus responsiveness and stabilization** to support increases in campus expenses due to the pandemic and inflationary costs over the biennium
- \$45 million for **equity and affordability** to directly support our students' critical needs:
  - Student Basic Needs
  - Mental Health Needs
  - Additional Campus Support Services
  - Career and Technical Education
  - Open Educational Resources
  - New Scholarship programs

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## **Campus Responsiveness and Stabilization**

### **\$75M**

- Supporting Minnesota State is critical for the state of Minnesota's economic recovery
- Campuses require on-going revenue in order to maintain a core level of programs and services
- Funding of inflationary costs and increased campus expenses due to the pandemic

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## **Equity and Affordability**

### **\$45M**

- Expansion of support for student basic needs including mental health needs
  - \$5M-\$10M of the \$45M
- Additional campus student support services
  - \$5M-\$10M of the \$45M
- Career and Technical Education support
  - \$5M-\$10M of the \$45M
- Open educational resources
  - \$1M-\$2M of the \$45M

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## Equity and Affordability \$45M

- Scholarship program to support students with the greatest financial need – MN College Promise Program for new and continuing college students
- Scholarship program to encourage students to transfer from our colleges to our universities – MN State University Transfer Scholarship
- \$20M-\$25M of the \$45M for both programs

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## FY2022-FY2023 legislative operating budget request summary

*\$s in millions*

	FY2022	FY2023	FY2022-23
Campus responsiveness and stabilization	\$25	\$50	\$75
Equity and Affordability	\$21	\$24	\$45
<b>Total Request</b>	<b>\$46</b>	<b>\$74</b>	<b>\$120</b>

*FY2023 appropriation continues as base funding into the future*

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## **Recommended board motion for November meeting**

The FY2022-FY2023 legislative request strengthens the state's commitment to inclusive excellence and ensuring our students receive an extraordinary, affordable, and accessible education.

The Board of Trustees approves the FY2022-FY2023 biennial budget request in the amount of \$808,534,000 in FY2022 and \$836,534,000 in FY2023 for a total of \$1,645,068,000.

The Board of Trustees has been granted the authority in state statute to govern and operate Minnesota State. The board, after full consultation with Minnesota State constituencies, will make final budget decisions, including setting tuition rates, at the conclusion of the legislative session.

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## **Next steps in the Biennial Budget Request process before seeking Board approval:**

- Continue consultation with Minnesota State stakeholders over the next couple of weeks
- Confirm or revise components of the budget request based on trustee feedback
- Finalize the size and the scope of the priorities included under the equity and affordability area

12



## Questions for discussion

- Does this proposed budget request reflect the highest priorities of Minnesota State?
- Is there support for the overall nature and scope of the proposal?

13



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## FY2022-2023 Biennial Budget Request

Board of Trustees  
October 2020

14





MINNESOTA STATE

Human Resources Committee  
October 21, 2020  
10:00 AM  
Virtual / Zoom

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Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot. The board or committee members are adhering to the CDC social distancing guidelines and are attending either by conference call or on a virtual meeting platform.

Other board members may be present constituting a quorum of the board.

1. **Minutes of the Joint Meeting: Diversity, Equity and Inclusion and Human Resources Committees on June 16, 2020. (pp. 1-7)**
2. **Establishment of Vice Chancellor for Equity and Inclusion (pp. 8-9)**
3. **Appointment of Interim Vice Chancellor for ITS (pp. 10-11)**
4. Executive Search Process Overview (pp. 12 )

Human Resources Committee Members:

Michael Vekich, Chair  
Dawn Erlandson, Vice Chair  
Ahmitara Alwal  
Alex Cirillo  
Roger Moe  
George Soule  
Cheryl Teffer

*President Liaisons:*

*Annette Parker  
Ginny Arthur*

**Minnesota State Board of Trustees**  
**Joint Session: Human Resources and Diversity, Equity and Inclusion**  
**Committee Meeting Minutes**  
**McCormick Room**  
**June 16, 2020**

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**HR Committee members present:** *Michael Vekich-Chair; George Soule-Vice Chair*

*Trustees: Dawn Erlandson, Roger Moe, Rudy Rodriguez, Cheryl Teffer*

**DEI Committee members present:** *Rudy Rodrigues-Chair, George Soule-Vice Chair, Trustees:*

*Ashlyn Anderson, Cheryl Teffer,*

*Absent: Samson Williams*

**Other Leadership Council:** *Devinder Malhotra, Chancellor.*

Diversity Equity and Inclusion Committee Chair Rodriguez along with Co-Chair Vekich, called the meeting to order at 10:15 am.

**1. Approve minutes HR Committee, March 2020**

Board Chair Vekich moved to approve and Trustee Tefer seconded that the minutes from the March 18, 2020 HR Committee meeting be approved as written. Motion carried.

**2. Approve minutes DEI Committee, January 2020**

Trustee Nishimura moved to approve and Ashlyn Anderson seconded that the minutes from the January 29, 2020 DEI Committee meeting be approved as written. Motion carried.

**Minnesota State Faculty and Staff Diversity: Current Demographics and Strategies**

System Diversity Officer Dr. Clyde Pickett and Vice Chancellor for Human Resources Eric Davis presented to the Board an overview of employee composition including leadership within Minnesota State, efforts to recruit and retain staff and faculty of color and American Indian employees along with a progress update and opportunities to advance the critical work of equity in hiring.

A Power Point slide deck showing the compositional diversity data within Minnesota State was shared.

Dr. Pickett opened expressing continued concern for our community in this time of unrest and offered his condolences to the family of George Floyd on behalf of himself and colleagues. Dr. Pickett felt strongly, the need to bring front and center, the importance of creating safe spaces and address the compounding trauma faced by African American employees and indigenous and native origin and all colleagues of diverse backgrounds.

Addressing the board, VC Davis stated he is grateful for the opportunity to review our workforce diversity and share a preliminary assessment of risks as well as progress and opportunity.

Dr. Pickett began reflecting on policy and the formal strategy to attract and retain diverse employees as we move this work forward. To achieve representation across many roles in terms of demography of employees of diverse backgrounds we have to think about formal strategy. We think about place and the experiences of our employees. We need to identify and meet people where they are. We think about people and providing space for authenticity. This process is directly related to the impact of our

Equity 2030 work. Creating space for employees to bring their authentic self will lead us to take action in moving this work forward.

VC Davis shared the following Talent Management risk areas that affect our work.

**Financial uncertainties, reduction in force.** We have no doubt the board readily appreciates the disruption of the pandemic and the lingering financial uncertainties around Fall semester and final student enrollment. The situation has our system and campuses across the country, reassessing their hiring plans and workforce structure as they ready for a likely recession. Institutions will use a variety of methods to reduce overall operating and payroll costs to include early separation incentives, holding vacant positions open, restructuring, and offering leave for salary savings, all to minimize the need to avoid an involuntary reduction in force. Applicant movement in the market may be limited as people shelter in place. Like other institutions we have limited some of our hiring opportunities, but have not stopped hiring. These changes in our market place have created some risk. Diversification in leadership positions, faculty and highly specialized disciplines will predictably continue to be competitive and will continue to be offered in a virtual marketplace. This is a shift in practice for us. Attracting and selecting candidates/talent via virtual career announcements, interviews and reaching candidates around the country while practicing social distancing and having travel restrictions in place is a shift in practice. While we are rehearsed now after 5 months, this virtual work draws on new skills and talents to advance our work in this environment.

**DE&I Commitment:** VC Davis highlighted that all higher education HR and Diversity professionals, and all leaders within Minnesota State who are responsible for managing a higher education work force, will need to foster and renew an individual and collective commitment to, and engagement in, building an inclusive, diverse, and equitable community on our campuses throughout our system. This commitment involves learning diversity, equity and inclusion best practices, applying these skills, and be willing to hold one another accountable to our set standards. We will monitor and assess progress against plans and goals. When we recognize unfavorable outcomes against our goals, leaders will be called upon to be more transparent, take swift, meaningful action to get back on track. Conversely, when we recognize positive outcomes we communicate and celebrate the successful process and people who helped make the change for the better. We will continue to build on those skills.

**Reputation:** VC Davis highlighted the risk of influencing an organizations' reputation as an employer will significantly affect the volume and quality of applicants. It makes a difference in employee productivity and job satisfaction and retention of our work force. VC Davis has heard firsthand from some of our highly qualified applicants how our commitment to Equity 2030 has inspired them to apply to become part of Minnesota State. VC Davis was encouraged by that feedback. In guarding our reputation, we must continue to prioritize the health, safety and wellbeing of our workforce and we must renew our unwavering commitment to diversity, equity and inclusion practices in these uncertain times.

Dr. Pickett added, that another part of this conversation in reputational risk is considering the internal perceptions along with the external experiences of our employees. Front and center to these experiences are the unrest events currently happening in our communities of color. This is a major factor as it relates to attracting talent-as, not only do we need to consider creating safe and welcoming spaces on campus, but off campus and in our employee's communities as well. This amplifies a more

urgent need for practiced conversation between campus and community members on the experiences and the reputation risks on and off campus.

**Cross Organizational Priorities.** Students in higher education are looking for institutions where faculty representation mirrors the diversity found in the student body. Knowing there is increased competition for and a limited supply of qualified people of color for faculty positions, our recruitment, hiring and onboarding processes must be accessible, equitable and transparent.

**Gap in management competency:**

With quick adoption of new technology platforms and new ways of approaching our work, there is the potential to move too fast, leaving behind candidates without instant access. We will need to be thoughtful and inclusive in our practice in reaching diverse candidates.

**Highlights from the PowerPoint Presentation**

(Slide 5) Leading from the top: Minnesota States' total Leadership Council representation shows us 33% are comprised of people of color, which is a higher percentage than the total workforce where only 13% identify as employees of color and American Indian employees. As we continue to push forward on this work, we ask, who are we missing and how can we add to the diverse compositions. While we have steadily increased a diverse representation in our workforce from 9.3% in 2010 to 13.6% in 2019, the percentage of employees of color and American Indian workforce in full time positions has not kept pace with the diverse population growth of our students. Dr. Pickett stated that the data shows similar results when comparing faculty to student diversity.

We continue to examine and work toward reducing this gap through successful recruitment and retention strategies including:

- Cross-organizational data sharing
- Affirmative Action strategy toward recruiting diverse employees.
- Improving the search advisory process. Introduce Unconscious Bias training.
- Partnering with bargaining units, national organizations, Doctoral students, Department Chairs and Deans. Working with many to help students consider careers in higher education.
- Imbedding retention strategies at the beginning of the employee relationship; recruiting stage.
- Creating and fostering community to keep employees engaged. Creating safe spaces to talk about experiences. In light of the unrest following the death of George Floyd, this is front and center on our minds and in our hearts. How can we disassemble white supremacy and systemic racism, participate in solution driven initiatives to move this work forward.
- Effective onboarding
- Holding managers accountable to the inclusion of employees by providing access to mentoring, ERG support and professional development. Providing a sense of community.

**Professional Development Opportunities.** (Slide 15)

VC DAVIS highlighted professional development opportunities offered to Minnesota State employees. The **Luoma Leadership Academy**, now in its 10<sup>th</sup> cohort, graduated employees have translated their Luoma training to various promotional opportunities in our system. An 18 month training program focused on middle managers who aspire to leadership positions.

**Executive Leadership Development Program** accelerates the development of our high performing executives and presidents. Of the recent cohort, 26% were employees of color.

**ED&I Training.** There are many additional offerings both voluntary and required, diversity and inclusion training for all employees to participate in throughout the year. Many of these classes were and continue to be delivered in a virtual environment.

**Turnover percent, unlimited, full-time.** The turnover gap between employees of color and American Indian employees compared to white employees is less than 1%. However, VC Davis noted the risk of losing some of the gains in workforce diversity as 65% of employees who identify as persons of color or American Indian employees have less than 5 years of employment, or are currently serving in probationary, limited or part-time appointments. Mitigation strategies to avoid the necessity of involuntary layoffs may include early separation incentives, holding vacant positions open, restructuring, and offering leave for salary savings are all alternatives to be considered.

**Strengthening our practice:**

In closing, VC Davis stated that our Sr. HR and Diversity leaders across the system are working diligently to collaborate as a community ensuring our institutional practices are aligned with diversity, equity and inclusive values and principles. As professionals, we are advancing our own skills and those of our colleagues, strengthening our practices by continued research, outreach and look to training with national organizations like CUPA HR, to strengthen our common work in attracting and retaining our employees.

Dr. Pickett concurred with VC Davis' comments on the importance in advancing professional skills adding the Academy of Diversity Officers offers further development to the next wave of CDO's. As we culminate our work we prioritize the need to advance training for our colleagues and advance the skills of our managers as it relates to equity and diversity. Especially in this pandemic we are utilizing technology in teaching values and principles that keep diverse talent in front of our classrooms and that prioritize student success, build confidence, community and a sense of belonging.

Trustee comments:

Chair Rodriguez: opened the virtual room to questions from committee members.

Referring to the graph on page 10, Chair Soule asked why there are fewer faculty of color in the college vs the university settings. Dr. Pickett replied, region plays a big part. There are fewer minorities in the rural areas than there are in the larger cities where the universities are located. Universities have a longer history in initiatives and outreach to employees of color than many of our colleges. We are in discussion with MSCF on how colleges can build their diverse faculty pipelines by working with system CDO's and HR teams to create mirroring / sharing programs, part of the cross organizational data sharing we described. To work on creating a community and building on reputation. Leveraging national organizations and collaborate with local business partners.

Chair Soule asked a second question: Given the vulnerabilities of 65% of our employees of color on slide 17, what strategies will we use to avoid layoffs falling disproportionately on this group?

VC Davis explained the difference in full-time unlimited appointments vs limited and part-time appointments that are shown in percentages on the graph on page 17. Seniority and appointment type will matter if or when layoffs are necessary. Fixed appointment types already have a fixed end date. One strategy is to take advantage of voluntary separations and incentives versus relying exclusively on involuntary separations. Early separation incentives, leave for salary savings, voluntary reduction to part time appointments, restructuring to hold or abolish vacancies and helping retrain people to fill vacant roles are alternatives to involuntary layoffs that will help mitigate this risk.

Chair Soule asked a follow up question: what are we doing in regards to contracts to ensure we minimize the impact to diverse employees going forward. VC Davis replied that we certainly will offer proposals to union leadership for discussion on how to strengthen our ability to attract and retain employees of color. Seniority is a long established, firmly entrenched factor in making decisions regarding a reduction in workforce in collective bargaining agreements. The better strategy is to work with bargaining groups to avoid the use of involuntary layoffs, preferring the tactics mentioned above where practical.

Trustee Sundin read a statement Governor Walz made in a press conference regarding education: Minnesota State Universities prepares the vast majority of educators for the K-12 schools in the state of MN and last year they did not produce one single teacher of color! Trustee Sundin stated we have to keep pushing further into other areas to help build a pipeline to find people of color who may want a career in education. She suggests there is so much more we should be doing such as; grow-our-own programs, partnerships with middle school, K12 to mentor young students about the teaching profession.

Chancellor Malhotra agreed with Trustee Sundin and said this work is happening now, citing examples. Worthington High School and Minnesota West Community & Technical Colleges and Minnesota Southwest University are all working together to bring in students from the high school level who want to be teachers. Minnesota West Community and Technical Colleges are providing HS students 2 years of college level training and then allowing transfer to a 4 year teacher training program at SW Minnesota State University. Normandale Community College has made working with K12 a priority also. Metropolitan State University's school of education has an important focus on preparing teachers of color through intentional recruitment to get students involved in their programs. There is a statewide effort happening with our faculty in colleges of education who are involved with lobbying to the legislature for funding to enhance and expand this work.

Trustee Sundin thanked the Chancellor and noted that she passed the original legislation to support the program at Metropolitan State University. The Chancellor thanked her for that work.

Chair Rodriguez commented, we have reviewed the DEI strategy with the Board before. It is great that we have a plan and that we are enthusiastic and committed, to our DEI strategy. Today's metrics are important from a transparency perspective. However, while we are supportive of this strategy, what I hear in our community is that people might not believe us, and for legitimate reasons. Our African American professionals and students are sick and tired and in general very skeptical about what we, in the broader sense of community, are saying. While the Chancellor's message is very good, what other tangible proof points can we offer in addition to the things we are doing as a Board and a System, so that our message does not ring hollow?

Dr. Pickett addressed Chair Rodriguez, saying he appreciates the question as to the importance of the transparency of and communication to the African American community, LatinX, Native and Indigenous and all communities of people of color. We can do a number of things including highlighting the initiatives now happening on campuses as the Chancellor has just outlined, to bring specific attention to both hiring and to advance the training of educators of color. Front and center to this training is to address the ongoing challenge of disassembling systemic racism and an effort to scale up the next wave of leaders, and when there are gaps in the compositional diversity and make up of these programs, we should continue to divert, advance and scale up efforts and resources in these areas, particularly as it relates to competency. There are many ways we can examine our efforts in this work.

The cross-organizational, intentional data sharing we talked about today, and sharing our efforts in professional development as a leadership body, are things we can offer. We are seeing great progress in the work we are doing on campuses in Minneapolis College, Saint Paul College and DCTC where our diversity officers are working hard to bring attention to and build up competency of all their colleagues who support and serve students. We can create feedback-loops to communicate across the system. Meaning, as we provide training and continue to develop training, we hear loud and clear feedback from students so we know what works, we incorporate the feedback into our work and we share this data widely. Dr. Pickett noted his pride in the work happening around Equity by Design, where we are partnering with diversity officers, faculty members, executive officers and front line support staff, to get and examine data relating to course outcomes. We can adjust the work, particularly in the communities we are talking about. These are examples of being very transparent, and scaling up efforts to bridge the gaps.

Chair Rodriguez thanked Dr. Pickett and agreed to his comments.

Chancellor Malhotra stated that Chair Rodriguez has raised an important point. The fact is true, this is a broader societal problem. We are part of the solution and we must take a lead. As we get students who are historically marginalized and from economically fragile backgrounds and communities, we need to change in one fundamental way – stop asking the question; are our students ready for college and universities? Rather – ask if our colleges and universities are ready for our students? What that would entail is an understanding of the life experience and backgrounds these students bring to campus, the basic need deficits and barriers they have to overcome. This requires us to develop a custom, personalized education experience for these students that is tied into and anchored in their experiences.

In the work our colleagues have just talked about, we need to look internally with a very sharp lens to find policy and practices that are causing discriminant practices and negative differential outcomes and must weed them out. We need to look at work that relates to campus climate, employee hiring, and professional development. We need to look at changing the whole academic enterprise in making sure that anti-racist issues and social injustices are fully embedded and that we produce socially aware graduates who are ready for work and life and citizenship.

The Chancellor continued; We must move the needle from a policy perspective as it relates to the amount of research and effort and the information we can bare. Most importantly, he said, If we don't take leadership as institutions of higher education, then who will take leadership? We have to provide the venues for broader society, both internally and outside stakeholders, to come together and build

the capacity to have difficult and needed conversations to fully confront and analyze the problem before we can attack the mitigation strategies to incorporate anti-racist ethos in whatever we do. The Chancellor thanked Chair Rodriguez for the opportunity to offer his comments.

Chair Rodriguez: thanked the Chancellor and commented that he really loved the remarks, particularly the comment on changing the question to ask, are we ready for or students? Often we blame others. Chair Rodriguez offered three ideas in closing.

- 1) Addressing the Chancellor, he said it would be wonderful if he would issue a thought leadership piece on this issue in partnership with Trustee Erlandson in her national role to relay that message as it is both Inspirational and a call to action.
- 2) There is a Twin City Business Committee/Coalition on Diversity. Both Chair Rodriguez and Dr. Pickett have attended, and it would be great if MN State would be represented there. Chair Rodriguez stated he agrees with the comments heard today on how to have difficult conversations. He supports Board Chair Cowles' efforts and is committed to supporting these efforts.
- 3) Because there isn't time for a full diversity and inclusion debrief at every Board meeting, Chair Rodriguez asked Dr. Pickett and VC Davis for a brief progress update of our diversity status. He suggested a cheat-sheet of sorts that could be inserted into the Board materials to stay well-informed on the good work happening.

Board Chair Jay Cowles thanked the presenters and the committee members.  
The Meeting adjourned at 11:24 am.  
Recorded by Tamara Mansun



**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Human Resources Committee

**Date:** October 21, 2020

**Title:** Establishment of Vice Chancellor for Equity and Inclusion

**Purpose (check one):**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input checked="" type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input type="checkbox"/> Information                                   |   |

**Brief Description:**

It is anticipated that Chancellor Malhotra will recommend the Board approve the establishment of a Vice Chancellor for Equity and Inclusion position on the cabinet.

**Scheduled Presenter:** Devinder Malhotra, Chancellor  
Eric Davis, Vice Chancellor for Human Resources

**MINNESOTA STATE  
BOARD OF TRUSTEES**

**ACTION SHEET**

**ESTABLISHMENT OF VICE CHANCELLOR FOR EQUITY AND INCLUSION**

**BACKGROUND**

It is anticipated that Chancellor Malhotra will recommend the Board approve the establishment of a new Vice Chancellor for Equity and Inclusion position on the cabinet.

**RECOMMENDED COMMITTEE MOTION**

The Human Resources Committee recommends that the Board of Trustees adopt the following motion.

**RECOMMENDED BOARD MOTION**

The Board of Trustees, upon the recommendation of Chancellor Malhotra, establishes a new Vice Chancellor for Equity and Inclusion position on the cabinet effective October 21, 2020. The board authorizes the chancellor, in consultation with the chair of the board and chair of the Human Resources Committee, to initiate a search to identify highly qualified candidates for the position and present a recommendation for the Board.

*Date of Adoption: October 20, 2020*

*Date of Implementation: October 20, 2020*

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Human Resources Committee

**Date:** October 21, 2020

**Title:** Appointment of Interim Vice Chancellor for Information Technology Systems

**Purpose (check one):**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input checked="" type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input type="checkbox"/> Information                                   |   |

**Brief Description:**

It is anticipated that Chancellor Malhotra will recommend a candidate to appoint as Interim Vice Chancellor for Information Technology Systems (ITS).

**Scheduled Presenter:** Devinder Malhotra, Chancellor  
Eric Davis, Vice Chancellor for Human Resources

**MINNESOTA STATE  
BOARD OF TRUSTEES**

**ACTION SHEET**

**APPOINTMENT OF INTERIM VICE CHANCELLOR FOR INFORMATION TECHNOLOGY SYSTEMS**

**BACKGROUND**

It is anticipated that Chancellor Malhotra will recommend a candidate for the Interim Vice Chancellor for Information Technology Systems.

**RECOMMENDED COMMITTEE MOTION**

The Human Resources Committee recommends that the Board of Trustees adopt the following motion.

**RECOMMENDED BOARD MOTION**

The Board of Trustees, upon the recommendation of Chancellor Malhotra, appoints \_\_\_\_\_ as Interim Vice Chancellor for Information Technology Systems, effective October 22, 2020, subject to the completion of an employment agreement. The board authorizes the chancellor, in consultation with the chair of the board and chair of the Human Resources Committee, to negotiate and execute an employment agreement in accordance with the terms and conditions of the Minnesota State Colleges and Universities Personnel Plan for Administrators.

*Date of Adoption: October 21, 2020*

*Date of Implementation: October 22, 2020*

**MINNESOTA STATE  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Human Resources Committee

**Date:** October 21, 2020

**Title:** Overview of Executive Search process

**Purpose (check one):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input checked="" type="checkbox"/> Information             |   |

**Brief Description:**

The committee will receive an update on this year's executive searches and the strategies employed to ensure a safe and effective search process during the pandemic.

**Scheduled Presenters:**

**Eric Davis, Vice Chancellor for Human Resources**

**Sue Appelquist, Associate Vice Chancellor for Human Resources**

**Renée Hogboom, Executive Search Manager**



## **Board of Trustees Meeting**

Minnesota State

Virtual Meeting

Wednesday, October 21, 2020

11:15 AM

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The Board of Trustees are adhering to Governor Walz's Executive Order 20-01, the State of Minnesota Peacetime Emergency Declaration, and the Center for Disease Control's social distancing guidelines. The trustees will convene either by conference call or on a virtual meeting platform. Interested parties can listen to the live audio-streaming of the proceedings by clicking the link at:

<https://www.minnstate.edu/board/index.html>.

Convene and Call to Order, Jay Cowles, Chair

Chair's Report, Jay Cowles

Chancellor's Report, Devinder Malhotra

### **Consent Agenda**

- 1. Minutes of the Board of Trustees Meeting, May 20, 2020**
- 2. Minutes of the Committee of the Whole, June 16, 2020**
- 3. Minutes of the Board of Trustees Meeting, June 17, 2020**
- 4. Minutes of the Committee of the Whole, July 22, 2020**
- 5. Minutes of the Executive Committee Meeting, September 2, 2020**
- 6. Contracts Exceeding \$1 Million:**
  - a. Student Internet and Cable services – Minnesota State University, Mankato**
  - b. Student Internet and Cable services – Minnesota State University Moorhead**
  - c. Extension for HVAC and Mechanical Services – Metropolitan State University**
- 7. Establishment of Vice Chancellor for Equity and Inclusion**

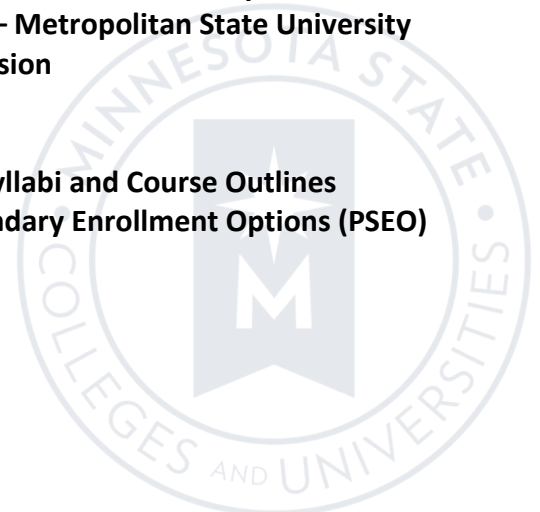
### **Board Policy Decisions (Second Readings)**

- 1. Proposed Amendment to Board Policy 3.22 Course Syllabi and Course Outlines**
- 2. Proposed Amendment to Board Policy 3.5 Post-secondary Enrollment Options (PSEO)**

### **Board Standing Committee Reports**

Human Resources Committee, Michael Vekich, Chair

- **Appointment of Interim Vice Chancellor for ITS**
- Executive Search Process Overview



Academic and Student Affairs Committee, Cheryl Tefer, Chair

- FY2021 Committee Work Plan
- Equity in Action: Understanding and Addressing Local and Regional Student Needs

Audit Committee, George Soule, Chair

- Project Results – Bookstore Collaborative Review

Outreach & Engagement Committee, Dawn Erlandson, Chair

- Partnerships to support student mental health – Rochester Community & Technical College

Finance Committee, Roger Moe, Chair

- FY2021 Operating Budget Update
- FY2022-2023 Biennial Budget Request (First Reading)

Student Associations

1. Lead MN, Priscilla Mayowa, President
2. Students United, Jonathan McNicholes, State Chair

Minnesota State Colleges and Universities Bargaining Units

1. American Federation of State, County, and Municipal Employees, Jennifer Erwin, President, AFSCME Council 5
2. Inter Faculty Organization, Brent Jeffers, President
3. Middle Management Association, Gary Kloos, Executive Director
4. Minnesota Association of Professional Employees, Jerry Jeffries, Regional Director
5. Minnesota State College Faculty, Matt Williams, President
6. Minnesota State University Association of Administrative and Service Faculty, Tracy Rahim, President

Trustee Reports

Adjournment

**Bolded items indicate action is required**

## **Consent Agenda**

Minnesota State  
Virtual Meeting  
October 21, 2020  
11:15 AM

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The Board of Trustees are adhering to Governor Walz's Executive Order 20-01, the State of Minnesota Peacetime Emergency Declaration, and the Center for Disease Control's social distancing guidelines. The trustees will convene either by conference call or on a virtual meeting platform. Interested parties can listen to the live audio-streaming of the proceedings by clicking the link at:

<https://www.minnstate.edu/board/index.html>.

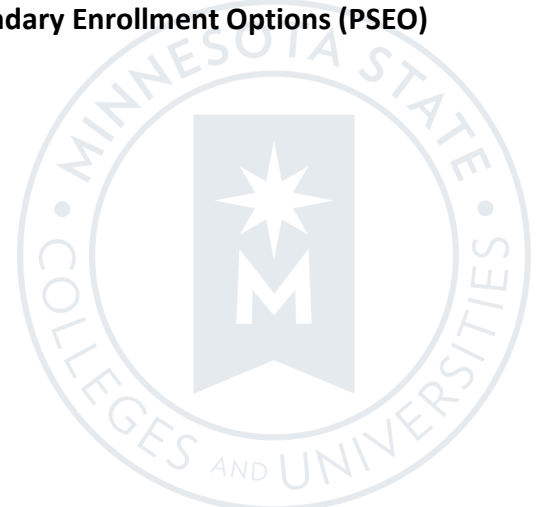
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  - c. Extension for HVAC and Mechanical Services – Metropolitan State University
- 7. Establishment of Vice Chancellor for Equity and Inclusion**

### **Board Policy Decisions (Second Readings)**

- 1. Proposed Amendment to Board Policy 3.22 Course Syllabi and Course Outlines**
- 2. Proposed Amendment to Board Policy 3.5 Post-secondary Enrollment Options (PSEO)**

**Bolded items indicate action is required**





MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
BOARD OF TRUSTEES MEETING MINUTES  
MAY 20, 2020

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Members Present: Jay Cowles, Chair, Roger Moe, Vice Chair, and Trustees Ashlyn Anderson, Alex Cirillo, Jay Cowles, Dawn Erlandson, Robert Hoffman, Jerry Janezich, Roger Moe, April Nishimura, George Soule, Cheryl Tefer, Michael Vekich, and Chancellor Devinder Malhotra, Members Absent: Ahmitara Alwal, Louise Sundin

**Convene, Jay Cowles, Chair**

Chair Cowles called the meeting to order at 8:30am. He commented that everyone is participating virtually.

Chair Cowles outlined how the board will conduct its meetings.

For the foreseeable future, Governor Walz's Executive Order 20-01, the State of Minnesota peacetime emergency declaration, remains in effect. As a result, the meetings of the Board of Trustees will be conducted in accordance with Minnesota Statutes 13D.021— Meetings by Telephone or Other Electronic Means. Consistent with the federal and state guidance on the pandemic, in-person meetings will not be held. In addition, meeting the requirement of the Open Meeting Law to have at least one board member to be physically present at the regular meeting location is not practical during the pandemic, nor is it advisable under the current conditions for the public to physically attend the regular meeting location.

As a result, members of the public are not permitted to attend any upcoming meetings due to the current pandemic. The board will continue to provide access for the public to monitor meetings via a live audio-stream of the proceedings. As we have done all along, meeting notices, meeting materials, minutes, and the link to the live audio-stream can be accessed from the board's website.

Chair Cowles conducted a roll call for attendance. All present except for Ahmitara Alwal and Louise Sundin

**Chancellor Devinder Malhotra's Introductory Comments**

Let me begin by thanking all of you for your continued guidance and commitment and time for Minnesota State your leadership and support is sincerely appreciated by all of us here at the system office, presidents and all of our faculty staff and students. So thank you all I would also like to begin by giving a brief state and federal legislative update even Trustee Janezich may have wanted this part of my update to be bit longer because as we all know there is still some unfinished business particularly at the state level let me thank all of you residents other campus and system leaders faculty and staff for your continuing advocacy over the past several months. I'm confident that this work will pay off in the coming weeks the legislature was unable to get a bonding bill across the finish line in the regular legislative session in fact the bonding bill

was defeated in both legislative bodies because of the requirement that a bonding bill needs to receive a supermajority vote. I remain optimistic however that there will be a favorable consideration for a bonding bill in a special session in fact all parties have acknowledged that they would like to pass a bonding bill. I'm optimistic because the legislators and the Walz administration learned first hand of our needs in the more than 40 separate visits to our campuses in every corner of Minnesota in addition governor Walz announced his higher education recommendation for bonding at Anoka Ramsey Community College where the need for the business and nursing renovation project. The number one project on both list resonated with everyone who has visited Anoka Ramsey. The passion for the success of our campuses and students crosses party lines in both chambers of the legislature also want to assure the board that we will continue to strongly advocate until a bonding bill is done the governmental relations team has been engaged with campus advocacy leaves and with everyone's help and support I'm confident that a robust bonding bill will get across the finish line. I'm grateful for commissioner wholesome support and his comments yesterday about the administration's support of Minnesota states bonding priorities I know many are very concerned about the dialogue regarding the state contracts and plans the outcome on this important issue is being reviewed by MMD and we will await their guidance in the coming days we negotiated the contracts and plans in good pay and we if possible intend to support them during this unprecedented time. We have been regularly engaged with a federal delegation to and I particularly want to thank Trustee Dawn Erlandson for her leadership and guidance in this regard with the implementation of the federal cares act and conversations beginning on a fourth federal stimulus package. We are conducting calls without congressional delegation as well as individual congressional member follow up conversations. I want to thank Senator Smith who engaged with me directly over the phone and she understands our needs and our priorities hard position on the committee will help shape the next proposal. The United States House of Representatives passed on food stimulus package last week known as the hero's act which is a very robust bill we look forward to continuing negotiations on this bill and will continue to stay focus on advocating for directed to States and for the needs of our students as always. The end of session brings the news of legislative retirements out of the 201 legislators to date 18 members have indicated they will not run for their seat be turn over off 18 seats even before the November election we have a great deal of work to do as we think ahead of the head to the 2021 legislative session. It has been great for friends of Minnesota State and the campuses they represent they will be missed I would like to mention a few in particular. Representative Lyndon Carlson and representative Brent Knowles as have both been longtime friends of the system and both have shared the higher education committee during their tenure on the Senate side. Higher education chair Paul Anderson and longtime serving senator Nick Cole are moving on and I want to thank them for their work on behalf of higher education I want to express my sincere appreciation to all of the departing members for their commitment to public service. Unequivocally the force disruptions are shared end by the COVID-19 pandemic have affected every aspect of our operations. And with the economic fallout left in its way we continue to face many unknowns both in the short and long term yet amid these uncertainties we continue to strengthen our resolve and our resiliency. Minnesota State scored values of resiliency collaboration and innovation have been on full display as we have pulled together across all 50 four campuses to learn from and support one another it is both humbling and awe inspiring last month the bold supported a resolution that paid tribute and honor our presidents campus and system of his leadership faculty and staff for their amazing work dedication and the significant achievement of transitioning 95% of classes to

alternative modes of delivery. As I shared with editorial polls in virtual meetings with them over the last couple of weeks it has blown to smithereens the old man that higher education institutions can't adapt or change quickly trustees due to strong resolve getting commit pending commit pending commit students students that today we celebrate another significant success in the face of unparalleled adversity are students completed or are in the process of completing their spring semester this goal together with protecting the health safety and wellbeing of our faculty staff students and have guided our decision making since the onset of COVID-19 mitigation response to our students on behalf of the Minnesota State I present our appreciation and support to every one of you this is not what any of us could have imagined. This past spring has certainly tested your mettle you are all a resilient bunch and have much to be proud of end to the class of 2020 we offer a deepest congratulations on your milestone and thank campus leaders who were very creative in ordering these graduates as wise counselor Mackey indicated COVID-19 has impacted our budgets in all areas surmounting financial from pressures on our colleges and universities has created greater uncertainty in planning for fiscal year 2021. While these goals are real we must keep in mind that ODA stayed is integral to providing opportunities for all of Minnesota and we and we need to be prepared to be the spark that he has our economy. There is tremendous uncertainty much remains unknown and information and circumstances will continue to evolve but even in the exam certain times I want to make clear something is certain. He called 30 colleges and seven universities of Minnesota State will be open in fall we will be ready to welcome students and we will adapt as necessary to safely serve them and continue to provide them an affordable exceptional education. That commitment to ensuring all our students succeed means adding an equity lens to all we do including our COVID-19 response depend upon is compounding the existing inequities disproportionately impacting students without access to basic needs including technology across Minnesota. I'm pleased that Dr. Terry Hines who met you met in May executive committee meeting. Is already on our way in collaboration with Dr. Clyde Pickett and others in developing a robust framework for undo equity 2030 goal. Committee of the whole your takeaway we ask we are going on the office you take us that we're going on the offensive next extraordinary education for all Minnesotans. We had the lowest tuition as I've said previously the work that was accomplished over the past several months is nothing short of extraordinary but that same spirit and shared sense of purpose and mission is what will spur our work going forward to provide students with opportunities they need and deserve. In closing I want to say to several of you who have all the good discussion and exceptional work that is being done and never worry one of our campuses where we're able to yesterday we were able to highlight Lake Superior College and Alexandria Technical Community Colleges efforts in getting students across the finish line and enter into the workforce. These two stories I reflected on turn off one of our campuses through it we we had some good work in this spring summer started. I believe that with the leadership from the both the system office presidents other campus leaders faculty and staff we will come out to be a stronger organization and we will continue to be the partner of choice for all students and for the communities we serve.

### **Chair Cowles Remarks**

I appreciate your recognition of everybody who has created such successful presentations and I think discussion in the last day of meetings in addition to the briefings and materials over the past over the past over the past for the model this this has been a very challenging time and the response of the people of Minnesota State has been extraordinary.

Chair Cowles explained that some minor changes were made to the FY2021 board meeting calendar and all changes will be posted to the website.

Chair Cowles reads into record a resolution honoring Inge Chapen on her retirement and her 23 years of service with Minnesota State and the Board Office.

**WHEREAS**, Inge K. Chapin, Board Director, will retire on June 5, 2020, after twenty-three years of outstanding and meritorious service to Minnesota State; and

**WHEREAS**, Inge K. Chapin began her career at Minnesota State on October 14, 1996; and

**WHEREAS**, Inge K. Chapin provided valuable counsel and advice to five chancellors, 12 Board of Trustees chairs and numerous trustees, presidents, and system office staff; and

**WHEREAS**, Inge K. Chapin brought a high level of professionalism and distinction to Minnesota State as the Board Director; and

**WHEREAS**, Inge K. Chapin contributed expertise, deep knowledge, creativity, order, and an open, welcoming environment to the office of the Board Director; and

**WHEREAS**, Inge K. Chapin personified the professional ideals and best attributes of a public servant, setting the example of dedication to principle and mission which has been an inspiration to fellow colleagues; and

**WHEREAS**, Inge K. Chapin focused the service of the Board office to benefit the students of Minnesota State colleges and universities; and

**WHEREAS**, Inge K. Chapin was selfless in service and generous in delivery to the entire Minnesota State system; and

**WHEREAS**, Inge K. Chapin was the respected voice of the governing board, representing all she served with excellence; and

**WHEREAS**, Inge K. Chapin focused on sharing her professional expertise not only with Minnesota State colleagues, but also nationally with the Association of Governing Board colleagues; and

**WHEREAS**, Inge K. Chapin always was a ready source of colleague support and kindness; and

**NOW THEREFORE, BE IT RESOLVED THAT THE MINNESOTA STATE BOARD OF TRUSTEES AND CHANCELLOR MALHOTRA** on this day, May 20, 2020, hereby extend our sincere and grateful appreciation to Inge K. Chapin for her twenty-three years of dedicated service and contributions to Minnesota State, and offer our congratulations on her well-earned retirement and best wishes to her and her family for continued success, happiness, and good health.

#### **Inge Chapen Remarks**

Thank you Chair Cowles, Chancellor Malhotra and Trustees. I am truly touched. Thank you for your hard work, for always focusing on students and keeping the colleges and universities vibrant and relevant. I will miss you. As I listen to you talk about my career, I didn't do this alone and I would like to take a minute to say all the former trustees, Chancellor, presidents, and my colleges in the system office and

on the campuses and colleges and universities as I have come to know you have helped me and you have a wonderful leader in Chancellor Malhotra. And you have wonderful presidents all over the system and really good staff in the system office. I will miss you very much, thank you so much.

### **Chair Cowles Comments**

The resolution rings true to the professionalism and dedication in which you have served Minnesota state over the past 23 years. Your presence your grace and compassion has been evident to me each and every day in the time. We have worked together you embody the spirit and mission of Minnesota state and you remind all of them they are the reason we do this work is to have students and to make difference.

It's comforting to know you are just a speed dial call away. We will miss you too Inga, I'm honored today to also share with you comments from others you have trained and supported.

On behalf of Chancellor Anderson "Inga first and foremost Deb and I love you for being the special person you are. You have always known the difference between being a good professional and a truly caring about work and the people you care to serve. Thanks for taking care of me. This system is a much better place because of your dedication. Retire well, if you get a little board write a book Minnesota State the Minnesota historical society would cherish your viewpoint."

Comment from Chancellor James McCormick "Your greeting upon our arrival in Minnesota in 2001 was so warm and genuine. We will never forget that feeling because you're greeting made us believe that coming to Minnesota was going to be a good decision. To make each and every person you encounter feel very special is a true gift. There is no doubt that your care and feeling of the board the DLC which you applied so liberally on a daily basis contributed to a significant degree to our ability to work effectively with the board and to achieve worthy goals during that decade we served Minnesota State together."

I doubt there was ever a request made by a board member or a colleague to which you did not respond fully and efficiently. Gracious, patient, dependable these words define you professional, and energetic and tireless, caring and sincere. These words to reflect on the nature of a wonderful professional who will be sorely missed by her colleagues and friends.

On behalf of Chancellor Stephen Rosenstone. "I'm pleased to join Chancellor Malhotra, Chair Cowles and the Board of Trustees in honoring Inge Chapen and thanking her for over two decades of service to Minnesota state colleges and universities over the years Inga has been the consummate professional always doing what was needed when it was needed to ensure the boards and systems effectiveness on behalf of our students and the people of Minnesota. She has been a remarkable colleague whose good cheer wicked sense of humor empathy and stealth effectiveness build camaraderie and friendships that made life better for all of us. We are all better people for the years we worked with Inge Chapen. Minnesota state colleges and universities and its board are much stronger because of Inge's tremendous contributions. Please join in wishing Inge the best of luck as she embarks on this new journey. I'm confident that Inge will perform as brilliantly in this next chapter as she did in her last."

On behalf of all the Chancellors of Minnesota State former and current thank you for sharing your talents and your grace with all of us. We congratulate you on a great career at Minnesota state. We all wish you the very best.

### **Consent Agenda**

Chair Cowles asked if anyone wanted to remove an item from the Consent Agenda, as shown below. No items were removed.

- 1. Minutes of the Committee of the Whole, April 22, 2020 (pp 1-12)**
- 2. Minutes of the Board of Trustees Meeting, April 22, 2020 (pp 13-30)**
- 3. Minutes of the Executive Committee Meeting, May 6, 2020 (pp 31-35)**
- 4. Authority to Purchase Real Property Exceeding 1% of Yearly Fiscal Operating Budget, Alexandria Technical and Community College (pp 4-7 of the Facilities Committee's meeting materials and pp 7-10 of the Finance Committee's meeting materials)**

### **Board Standing Committee Reports**

#### **Committee of the Whole, Jay Cowles, Chair**

Chair Cowles gave a brief report on the committee of the whole meeting on the Minnesota state response to the COVID-19 crisis. He explained that we are in our 3<sup>rd</sup> month in a row responding to the COVID -19 crisis. Work is underway to start successful fall and summer classes on all campuses.

Commissioner Dennis Olsen noted that 95.6% of all classes are returning to college instructions including online. Close engagement with student leadership has helped engage students to attend this spring.

#### **Academic and Student Affairs Committee, Alex Cirillo, Chair**

Committee Chair Cirillo proposed an amendment of board policy 3.34 for Academic Semester Start Dates. This is the last board policy to be reviewed and all board policies are under general review. This is a 2<sup>nd</sup> reading on this policy.

#### **Joint Meeting: Audit and Finance Committees, George Soule and Roger Moe, Co-Chairs**

Director Wion of Internal Audit informed the committee about the Information Security Consultation Project, and the phase 3 results. They also covered the Data Classification review results.

#### **Facilities Committee**

Committee Chair Janezich talked about the proposed amendment to board policy 5.17, Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices. This was a 1<sup>st</sup> reading on this policy.

**Finance Committee**

Committee Chair Moe spoke about the 2020 legislative session results and the FY2021 operating budget has a 1<sup>st</sup> reading. Also proposed amendment to board policy 5.17, Sustainability, Resources Conversation and Recovery, and Environmentally Responsible Practices had a 1<sup>st</sup> reading for this committee.

**Student Associations**

Written testimony was provided by President Oballa Oballa, LeadMN, It included a brochure on Hunger Free Campus. It is attached to these minutes and can be found on the Board website. There is no testimony from Students United.

**Minnesota State Colleges and Universities Bargaining Units**

Written testimony was provided by President Tom Torgerud of American Federation of State, County, and Municipal Employees. It is attached to these minutes and can be found on the Board website.

**Trustee Reports**

The Chancellor Performance Review Committee will meet on June 4<sup>th</sup> and the annual meeting of the Board of Trustees is on June 16 and 17<sup>th</sup>. At the annual meeting, the board will approve the two-year meeting calendars and elect a chair and a vice chair.

**Adjournment**

The meeting adjourned at 12pm

MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
COMMITTEE OF THE WHOLE MEETING MINUTES  
June 16, 2020

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Members Present: Jay Cowles, Chair, Roger Moe, Vice Chair, and Trustees Ahmitara Alwal, Ashlyn Anderson, Alex Cirillo, Jay Cowles, Dawn Erlandson, Robert Hoffman, Jerry Janezich, Roger Moe, April Nishimura, George Soule, Cheryl Tefer, Michael Vekich, and Chancellor Devinder Malhotra, Members Absent: Samson Williams

**Convene, Jay Cowles, Chair**

Chair Cowles called the meeting to order at 8:30am. He commented that everyone is participating virtually.

Chair Cowles outlined how the board will conduct its meetings.

For the foreseeable future, Governor Walz's Executive Order 20-01, the State of Minnesota peacetime emergency declaration, remains in effect. As a result, the meetings of the Board of Trustees will be conducted in accordance with Minnesota Statutes 13D.021— Meetings by Telephone or Other Electronic Means. Consistent with the federal and state guidance on the pandemic, in-person meetings will not be held. In addition, meeting the requirement of the Open Meeting Law to have at least one board member to be physically present at the regular meeting location is not practical during the pandemic, nor is it advisable under the current conditions for the public to physically attend the regular meeting location.

As a result, members of the public are not permitted to attend any upcoming meetings due to the current pandemic. The board will continue to provide access for the public to monitor meetings via a live audio-stream of the proceedings. As we have done all along, meeting notices, meeting materials, minutes, and the link to the live audio-stream can be accessed from the board's website.

Chair Cowles conducted a roll call for attendance. All present except for Samson Williams.

**Chancellor Devinder Malhotra's Introductory Comments**

Today marks the fourth update to the Minnesota state's response to COVID-19 the amount of information and guidelines that have come our way from the first decision made on February 28th to now be truly overwhelming. Each day there is new information being shared as the state continues to turn the dial what the future holds. I'm not sure information is still evolving speculation is rife I'm certain off and that is Minnesota State our faculty staff and campus and system office leaders are determined to continue to adapt in order to best serve our students just we have done since the beginning on June 1<sup>st</sup>. I communicated to the presidents that the colleges and universities of Minnesota State will be open informed and ready to welcome students both online and back to campus again with all the social distancing



and safety protocols in place focusing on this single option will clarify for our current and prospective students. What they can expect for fall classes and provide direction to faculty and staff as to how to prepare will be offering a mix of on campus and online courses reflecting how each institution can best support their students and their success the safety of our students and employees remains paramount as we have done from the beginning we will continue to implement the health and safety protocols required by the CDC, MDH Minnesota Department of Health and our state leaders.

I would also like to mention as we all know that the pandemic has disproportionately impacted students from economically fragile and historically oppressed communities and the events of last three weeks have also confronted us with systemic racism and jolted our consciousness. So now more than ever it is very important that even as we respond to COVID-19 even as we go into a fall planning, we need to recommit and continue to look at our response through an equity lens.

### **Report from Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs**

Today we're going to focus the majority of our time speaking around about planning and preparations for fall semester, but I would like to begin just by giving you a quick update on where we stand for summer session. And as you know summer session is well underway and we have a blend of both online and in person classes occurring across our system you will see that nearly 80% remain fully on line with 16% classes this summer offered face to face again those are in the areas we've been talking about over the past month where there are instructional components that can only be designed to deliver could only be delivered in face to face environment and then 60% of the courses are being offered in a blended hybrid mix. We are able now to bring all students in all subject areas back you might recall that earlier in the spring when we were able to resume instruction it was for limited discipline areas that were high demand and for graduating students only we are now completing spring semester courses for everyone an offering summer session courses for everyone our overall summer undergraduate enrollment is up by 3.6% up slightly higher at the college is at 0.8% and at the universities 1.7 are graduate enrollment is up significantly at 0.2% so good news on the enrollment front. For our summer session all around As the chancellor just mentioned and we talked with you back in April we've been planning we began our planning discussions in early April around three scenarios which we shared with you in the shared with you back in April and in May and over the course of the month of late April and early May we really honed in on one primary scenario which was deemed most likely based on the phase reopening of movement across the state and the most up-to-date guidance from the governor's office MDH and will be referred to that scenario as scenario B and just as a reminder that scenario addresses a situation where restrictions on movement and size gathering still exists but there's no longer stay at home order in place and we're able to resume face to face instruction and services as chancellor noted earlier the first he reaffirmed the plan that planning scenario as the core of our approach and campuses began communicating at that point with their students that we would be welcoming students back to campus fall semester offering both a mix of online and in person classes and services and with our resident halls scenario and also recognize that each one of our institutions has unique programmatic structures and different

needs and so that the mix of the kinds of instruction that they have will vary from one campus to the next dependent on the nature of their programs are campuses have also continued to prepare contingency plans in the event that restrictions are resumed and that we change the posture the dial is turned back again or perhaps turn up even further as the chancellor mentioned our guidance in the situation continues to evolve so as we get new guidance we're responding accordingly before talking more about what the parameters of our fall planning look like we wanted to spend some time sharing with you the perspective or having a few of our presidents share with you the perspective of a few campuses to give you an idea of what it is they are considering as they approach the fall and how that process is working for each of their campuses. So with us today we have two Presidents who serve as liaisons to the essay committee President Wacker from Saint Cloud State University and President Berndt from Dakota County Technical College and Inver Hills Community College.

### **President Wacker Comments**

Good morning everyone it's really great to actually see you even though we're not in person and I appreciate the opportunity to share a little bit with you about all the good work going on here today. To prepare for fall you know we are we are looking at delivering all of our forces from 2000 of courses at this University in a mixed delivery mode of following the scenario be that that you've heard about so we'll have a combination of our courses that will be delivered online in a blended format which might take on the structure of a flipped classroom that you made know about where the students meet maybe once during the week and then the rest of the time in a remote format and then fully in person. And there's really two things that we're using to guide the decisions around which courses should be in which format and data is of course our public health and safety and CDC Minnesota Department Health guidelines as well as the pedagogical constraints or implications of what we're delivering and how we need to deliver these programs so as you know we have labs for example. Like many of our colleges and universities do not only do we do instruction in those spaces, but we also have faculty engaging in research. So, we're absolutely looking at every single scenario to make sure we're delivering at these things safely and preparing for our students. But I I want to also kind of talk a little bit about thinking about how we're going to re-engage our faculty and staff and students back on campus and where we are we began our planning it with the guidance of our system office colleagues an we've launched this work probably the middle of May, and we're calling it bring huskies home and we are working on a plan to really give some guidance about how to bring people back. One of the things that I think where we're trying to be very mindful of is the fact that we have to be really understanding that this transition of folks coming back and I'm thinking faculty and staff in particular will we need to be patient and to understand that just like it took a while for people to flip from in person to revoke it now we're asking people to now do the exactly the opposite and go from remote that they've been doing since gosh the middle of March back to you know an on campus environment and it's just going to take people time to adjust up to that and also think about the wardrobe they wear to work every day. Little things like that but I think that it is something that we're paying most attention to also too we know that our behaviors are going to have to change as we come back because we are we know it cannot be just like it was before our students left in March that in fact we're going to

have to re orient ourselves to accommodate social distancing the schedules of sanitizing our workspaces and even our work schedules. We're looking at different ways to staff and to stage our folks as they come back onto campus and we're working on a public campaign really that is about communicating to folks when they come back that our goal is to take care of each other and to make sure we are looking out for each other and being safe. This also includes our thinking around our residence halls because we of course will be welcoming students back into that environment and that is an environment that we are taking extra options to make sure that we're safe and our students will be placed in single rooms as opposed to double options to make sure that we have again ensuring the safe environment and just reorganizing how we engage with students in the residence in the dining pool working really hard to do a couple of things. One keep people safe but also re engage in and find ways to continue the traditions that people very much appreciate here at the campus but doing it in a way that again that's going to be different but also allows for people to reconnect. We've heard so much from our students at our faculty and our staff that they miss being on campus and being connected with our students and with each other so while we want to continue to foster those connections. I think we all acknowledge that it's just going to be a little bit different and how we do this so to conclude I'm super optimistic about what's happening here. I can't tell you how oh just how proud I am and how honored I am to be here and see the kind of effort that folks are making to continue to serve our students and each other so I appreciate the opportunity to share, thank you.

### **President Berndt Comments**

Our faculty staff campus leaders have been working hard to prepare for fall at both colleges. We are planning to deliver most courses online and teaching courses that require face to face elements in a manner consistent with the MDH and CDC guidelines. In pursuing this strategy one of the things I've been most impressed by is just how much creativity and adaptability are faculty have shown I see creativity in the mix of on campus and online instruction. For example some classes are supporting hyflex models where students can attend in person or online at the same time. The model helps us divide classes into smaller subgroups so students rotate in the onsite and on campus participation. I see flexibility in the mix of synchronous and asynchronous instruction I didn't drill some faculty are offering synchronous instruction giving students the option to attend together but for those who can't make it because they're trying to manage life and work they can attend asynchronously and listen to a recording that can make it to class as be flexibility in the timing of our lab and clinical instruction. DCTC programs like electrical construction or front loading labs in case we need to reinstitute stay at home orders as he creativity and our faculty are using technology a lot of experimentation with online collaboration platforms like hoot in class tracking cameras digital whiteboards virtual machining tools like Microsoft Azure that will enable instructors to mirror the computing power of our on campus lamps but being able to do so from home and that's I think there are still some programs for us that where the accreditation standards prevent us from doing more online work and we really have to then ensure that we can provide that lab intensive coursework on campus. We also have some coursework areas where historically our students have struggled in an online platform. So we're thinking creatively about how we can support them at Inver Hills for example we're embedding tutors in our online developmental courses to provide more intensive levels of support and then to guide us in preparing for fall we've posted all employee discussions with a panel of

DCTC and Inver Hills students they can share their experiences with us and we can reflect on what we're learning about the student experience alright academically academic affairs division at Inver Hills embedded COVID-19 related questions in the student evaluations and so through those we've received almost 3000 comments from the evaluations that will inform fall course design and our faculty development workshops over the summer. I'm here your support services and no fall is going to look still build community while keeping people safe I looking forward to him related in my comments relating to this semester this instructor went out of her way to ensure that her students were not only able to complete the requirements of the course since spring break she's gone out of her way to provide additional resources to students to ensure success I truly feel that she cares about the students. Thanks you for letting me share.

### **Questions from Trustees**

Trustee Hoffman commented that students were coming to campus for just a one hour class once a week and are not getting the college experience that they had hoped for.

President Wacker explained that they are trying to create schedules so that doesn't happen to the students.

Trustee Sundin asked if boards of trustees are going to be able to understand or have an understanding of allowing students to have voice in the other pandemic (demonstrations) that is going on and keep safety and order.

President Wacker explained that they have the social responsibility to take this head on. They are in contact with students and have conversations, donation drives for the community around the George Floyd demonstrations.

### **Report from Senior Vice Chancellor Anderson**

We'd like to give you a bit of an update now on what has happened since our last meeting in May and as the chancellor mentioned guidance is continually evolving and seems like not a day goes by where there isn't something new and we know that's going to continue for the first future back in May Governor ordered another executive order that gave some parameters for higher education's operating. This was I believe the 1st order where higher Ed was explicitly listed in the executive order so it was quite helpful for us to have that articulated within the document so we didn't need to seek other interpretations as we did in prior orders as to how would apply to higher Ed as you know the postures of one of continuing to work from home whenever possible. In person classes and activities were allowable or institution for groups of size 10 that actually we've gotten that interpretation of an earlier order earlier in May so that was already in place for us but this it in the executive order and then part of that order also stipulated that we needed to have COVID-19 preparedness plans at each of our institutions. Before we could have faculty and staff return for in person classes or activities please shortly thereafter there was another executive order issued executive order 2074 which really represented a turning of the dial in the next phase of reopening things that became effective last Wednesday on June 10th The work from home posture remains but in this order now the size limitations were raised so that classes and activities could now be held for groups of up to 25 individuals as you can imagine that is a significant change for our campuses as they planned not only summer but particularly fall so that is giving us much more flexibility and much more runway if you will for having in person

classes. While still of course retaining the appropriate social distancing and health and safety protocols that order also spoke to activities or gatherings both indoor and outdoor limiting occupancy for internal gatherings to 50% and a maximum of 250 people in outdoor settings again not to exceed 250 individuals in size. The state the Minnesota stay safe plan is what emerged from that executive order and again this slide simply gives us an outline of the different phases that we have gone through and you will see that right now we are in slide excuse me phase three and looking at what will happen move to phase four which from a timeline standpoint we do not yet know when that might occur but we are continuing our discussions in our planning based on the guidance from phase three next slide please so as our campuses have been preparing for fall semester and welcoming students back to campus as you just heard they're doing so under the operational parameters outlined in the executive order as well as current MDH and CDC guidelines. That means as you heard that we will have on line and person instruction currently the size caps as I mentioned earlier are restricted to groups of no more than 25 we will have physical distancing in place across our campuses not only in classrooms but in all other areas the MDH and CDC guidance is that we encourage students visitors staff and faculty to wear masks or face coverings residential halls this is probably one of the largest open questions that we were seeking guidance on that has now been issued by MDH allowing us to bring back students to residence halls and so long as there is a maximum of two students per shared room that we don't have any larger occupancies our campus is align an also protocols to ensure that sick students and staff and instructors stay home. As you heard both of the presidents speak I think it's important to recognize that as we prepare to bring our campus our students back to campus is folks are actively not only thinking about the logistics of meeting the different parameters for space movement and as well as determining the most efficient and effective course delivery method but also thinking about the people and what that means to us how do we prepare our campuses to bring our students back. So some key considerations that campuses as well as us and we in the system office have been thinking about in helping support that work is understanding the impact of COVID-19 and on our students and frankly on our faculty and staff as well as president Wacker mentioned we know that coming back is going to be an adjustment just as it was an adjustment moving to a remote posture so how do we think about those impacts how do we recognize that our students had a differential experience crossed areas of the state and across their own resource and access options and really understand how to reenter this in person mode posture. With that in mind an understanding that folks will be coming back from different places both literally and figuratively and that we need to be mindful of that as we move into the fall semester and certainly over the last month has become increasingly apparent that we have to be very mindful about the impact of George Floyd's death on our students in our communities and what that means for us in our work not only in terms of responding to what's happening in the moment but also in terms of examining our processes in our curriculum. And our work from an anti-racist perspective an equity perspective I just want to what I believe it was president Wacker that said this is ongoing work we have been engaged in this we are being called now to be even more focused but we will continue to build on work that is in process to add additional aspects to our work that make sure that we are addressing these impacts both on our students as well as our broader community. You heard about how campuses are examining the different courses to think through the best delivery mode so that the course objectives are most fully met within this posture as well as developing contingency plans in the event that things tighten up again and that we have to move to a more restricted operating posture. You heard president Berndt talk about the work an investment that they're making in faculty to strengthen online courses and really help our faculty move from emergency remote instruction which is what we

consider much of what happened in the spring to intentionally on line instruction. That means moving courses into an online environment and curriculum and pedagogy developed in a way that it is suited best to that environment and really focusing on the quality of the experience in a very intentional online way that it goes beyond the remote instruction that we did on a short term basis campus is certainly are continuing to strengthen the remote delivery of support services as well as think about how they blend that remote delivery with in person delivery when students are back on campuses and then strengthening our support for student basic needs. As we've talked about these last few months and understanding our response to COVID-19 it's become increasingly apparent and the large gaps that we have across our student bodies in in regard to access to basic student needs housing mental health physical health, food etc. So how do we strengthen those reports as students are coming back to our campus and understand how those things need to be leveraged with our communities and focused on and understood as part of what our students experience and part of what impacts their academic experience on campus as well. We spoke with you last month about work around marketing an enrollment management in different initiatives that are underway this past week we launched the elevate Minnesota scholars program which is really a marketing campaign that was focused on attracting new students to Minnesota State that is students who may have been going out of state maybe transferring from another school or may have been thinking about going out of state but now we're looking at options closer to home. In the light of the pandemic so in addition to the system wide messaging around this templates and messaging was given to campuses so that presidents and their staff were able to use that messaging in local markets to reinforce the broader we have digital ads in place on both on the Minnesota State at Minnesota State website as well as Facebook and Instagram. The features of the program are really highlighting what we do best streamlined application process talking about the transferability of credits of the low tuition best value education in public education in Minnesota and so this campaign is really as I mentioned focused on bringing in new students to our system students who may not have been considering us as well as also highlighting the overall and overall awareness of the system across the state and next week will also be Minnesota State virtual week. As you know last summer I believe with our first summer of having it claiming a week in the summer that was Minnesota State week in which we focus on marketing all of our institutions across the state application fees are waived for that week each of our campuses is offering an online virtual visit that students can sign up for and get exposure to the campus and learn about the campus we have on our main website and interactive map of the states that highlights each of our institutions with direct links to information about each institution quick highlights as well as ways to get more information and to visit the websites of those campuses. On Thursday we will be hosting through ASA an enrollment management summit which is an event that's been in the works for a number of months that will be involving teams from I believe more than 2/3 of our campus will be that will be led by some enrollment management experts from outside of the state and really following short both our short-term strategies as it relates to with prospects of COVID-19 and new posture we'll posture we will be in for the fall and spring. Longer term strategies and institutions are working on to bolster their enrollment and really to pull together all the pieces of recruitment and retention and the different aspects that go into not only bringing students into our system but helping we to persist and go through to completion stage this stage. I'd like to turn it over got off my back light just wanted to give you an update of where we are for fall semester as well and please know that our campuses continued to work on refining that mix of on line and face to face courses so the current mix that you see as they continue to refine their fall plans an understand the kinds of physical requirements facility requirements they need to they will have for

offering courses within the current restrictions. Currently right now that we've got 36% of our classes there are plans to be offered on line 14% blended but still 50% face to face I expect that we will see some movement of those numbers over the next month is that work continues emphasis balance the online versus to get the fan looking at the needs of the course and what's going to proceed with course and also looking at the physical requirements. We're looking at all subject areas and all students every as we've been as we've been tracking are enrolling earlier that we were we were advocator significant behind last year and last year about a month ago we get each week that gap continues to close we are currently running for cheap by 3% below last year. At this time we're hopeful that the activities that we're undertaking at the state level as well as local efforts then you'd look into that gap down gap down largest gap at our gap at our colleges at just 18.5% and the universities at 8.5 add women graduate enrollment bullet enrollment continues to be a bright spot falling below loud here as well but only by 1.6 so we're seeing positive trends and I think as we have more in our create in our communication. List trend was the instrument was mentioned when he is managing his company is very large fire my mindful of what kind of mix of courses are going to be offered and so at this point I'd like to ask associate vice chancellor Yolitz to share with you the work that we're undertaking to plan to prepare for returning to work both in terms of campuses and system office and how the different guidance's are going to impact that as we look at bringing people back not only on our campuses but also within the system office.

#### **Report from Brian Yolitz, Associate Vice Chancellor for Facilities**

As you just heard from presidents Wacker and Berndt there is an incredible number of factors facing our college university presidents and our leadership team as they consider and take into account the multiple facets pairing for the fall term and returning students ways to campus as we as we collectively learn and understand more about the coronavirus and are transmitted. Public health officials refine their guidance and recommendations for mitigating it spread fade and federal policy makers adjust their declarations in directions as examples in the four weeks since our last board meeting Governor Walz has issued 6 executive orders associated with COVID-19 vice chancellor Anderson covered a couple of those that directly impacted higher Ed but elements of each of those influences campus life and campus operations in addition Minnesota Department of Health and office of higher education jointly published an 8 page document outlining recommendations for mitigating COVID-19 at higher Ed institutions as well as four of the nine workgroup reports offering strategy recommendations for specific areas of campus life for college and university planning across Minnesota's higher education sector. But you heard some of the conversation around how those plans and that information is influencing work on campus and some of that work helped us move towards his vice chancellor Anderson outlined this option B and focusing on that in addition various state agencies have issued their assessment interpretation of these orders and strategies and there have been multiple updates to federal and international public health official's new and emerging guidance for as well as a new and emerging guidance from professional organizations all are being integrated into the individual college university as well as system office pandemic preparedness plan or return to work plans we outlined last month there's a bit of a reminder executive orders call for businesses to include institutions of higher education to establish and implement COVID-19 preparedness plans that provide for the implementation of Minnesota OSHA standards the Minnesota a Department of Health and CDC guidelines in classrooms labs in areas where students and staff may visit. These plans are to address a host of areas including learning strategies and avenues ranging from

distance learning to in person classes and activities to implementing administrative and engineering controls and protocols around students and changing quite frankly culture of how we operate work students and faculty and employees stay at home and their sick we have a support infrastructure around them to support that decision to keep our campuses safe. Screening individuals before they come to campus or the system office show social distancing strategies and cleaning and disinfection protocols these prepared his plans are signed by institutional leaders and shared widely across the campus community and supported by orientation and implementation training mirroring state guidance we have provided a basic framework for institutional preparedness plans reflecting the Department of employment and economic development or deed plan templates for businesses we took their plan and basically Minnesota State is for a higher Ed environment institutional leaders are using this template as a guide in the integration of executive orders MDH workgroup recommendations and guidance into the specific needs and culture of their campuses in keeping with deeds approach to business plans and planning our direction and expectation to campuses is that planning will be cross functional. An inclusive with bargaining units and student groups there is no specific expectation that the plans will be approved at the system office level but that they will as the same case for the deed plans for business operations we all what we do need to do is have a plan in place we all need to follow the plan presidents Wacker and Berndt along with vice chancellor Anderson touched on many of the key aspects of the academic and student support planning and work that they're focusing on campus operations. President Wacker talked about the creativity and flexibility involved and how we deliver economic programming residence life programs in student support and advising services and in fact monitored some of the plans I bring Huskies homes which I think is pretty pretty cool institutional and system office leaders are also facing array of other issues and general campus operations and students employees that safety and their managed and the management of them a couple of these include screening student employees and visitors as they come on the campus and some of the questions we're asking are what are the key screening measures and protocols there's multiple sources out there with the different things that they prioritize and think are most effective how should they be applied within the Minnesota State system and individually at in campuses across the state. How do we move students and employees to a single or limited access point on campus or an individual buildings? I heard president Wacker talk about having two of their eight buildings open how do we when we bring more and more students back how does that work then how do we what do we do with the screening outcomes when we have them in our hands and what role might technology play in in the screening protocols? Some of you amazed also heard on national media reporting around several major higher Ed institutions being calling for testing of all students and employees as they come back in the fall. So some of the questions around is testing of our students and employees something we should pursue how do we test everyone or just some those people that have symptoms and how often will test people and what action we take with the results once we had them we've been working with the department of higher education and the Department of Health. Right now they've got across agency work group to assess the needs for testing on campus and are assessing several several important factors and right now they don't recommend that we do any testing broad testing of our students and employees they've got some issues around the fact that the testing only provides a snapshot in time and somebody could be positive the day afterwards. Also some of them they want us to prioritize work on other mitigation strategies around social distancing and with proper cleaning and hand washing and those sorts of protocols and also the concern about should we be diverting test kits and capacity away from the higher priorities potentially of aging population in long term care facilities and for first



responders as well as the use of PPE elements for this type of work. Another aspect is how do we support at risk or high risk students and employees and those with underlying health conditions or those with custodial responsibilities for those at risk like parents grandparents or or children how do we identify and validate those needs. How do we offer equitable accommodations across work sections or units and campuses or institutions and how should they be applied? You know what happens in end another factor is what happens when we have a lab confirmed case of COVID-19 on campus what's the institutions role and responsibility for tracing that employee or student's actions and activities on campus where does the tracing responsibility shift from public health officials to campus officials? If it does now wait a campus developer tracing capabilities or is it organically or is there a contract or is there a partnership with the public health entity in their in their community then what sort of training. If we were to take that in on this part of our role for our employees should they be called on to do the tracing activity and then what are the privacy protocols that may be needed in place to have an attractive tracing protocol? And then finally I think president Berndt didn't mention that he is also keep an eye on what happens if there's a surge outbreak either on campus or in the community and how do we pivot back to stay at home position academically within a residence life programs? And how do we have the flexion however fast ability to make that happen in a relatively rapid and safe manner. They're just these are just some of the questions that we're working with the institutions on as we wrestle through this return to work and prepare for the fall and his campus leaders. We've got several principles that we're keeping in mind as we work our way through this first trying to carefully balance the health and safety of our students and employees keeping them apprised of the changes update guidance and guidance and regulations in our plan. Seeking feedback and feedback and input and records to be effective effective our plans need student and employee and administration all working together to keep the campus is safe and effective it plans made these plans we need to recognize that living documents can they continue we are continually respond policy and policy landscape and taking input from our various community groups and constituent groups to make sure that we're reflecting the most current standards as well as it concerns and concerns of our students. We've tried to offer some consolation to some of the complexities and plans for the fall and how we're working on returning to campus and the system office as well as welcoming students back they fall for a great fall term.

### **Closing Comments from Senior Vice Chancellor Anderson**

So as Brian mentioned new information and additional guidance can be expected throughout the summer and into the fall and there is still much that we don't know the status of K12 and how that educational system is going to function and what impact that will have not only on our students but also on our partnerships with those institutions. In our local districts questions around athletics remain open as well as international travel and study abroad for future semesters. Just to name a few of the things as Brian mentioned that we are still awaiting the release of some additional work reports from those MDA changes groups that we're addressing more specific focus areas of higher Ed so those pieces as they come in we will continue to work with campuses to respond to that guidance and make sure that we're incorporating that into our work and our reopening in the fall semester. The terms ahead so as we look to next fiscal year and beyond we're focused on a number of different aspects to make sure that we first of all learn from what we've experienced in this COVID-19 period up to this stage over the last six months we've learned a lot about the kinds of changes we can make what works well. What can't doesn't work well how we can pivot and respond to changing conditions in ways that frankly many would have not thought higher Ed was capable of doing across the country. But making sure that we

take what we've learned there and apply it to how we do our work on a going forward basis and also that we understand our work as higher Ed institutions within the current social and historical moment. As you've heard about a couple of different occasions throughout this last conversation thinking through how we support our students particularly how we support our black students and our indigenous and students of color as well as faculty and staff in this time of significant social unrest in our community. How we think about our curriculum and the way that we do our work what perspectives we examine and how we think about changes that we need to make at the system to address both systemic racism and in equities across lots of aspects of our students life not just educational access but also the as we mentioned earlier basic needs. And how do we bring that together all in support of our students and their educational goals and probably most importantly I think are the conversations we've been having around how we emerge from this pandemic as a different organization. We spoke a bit about this last month having clearly our work toward the equity 2030 goal is more important than ever and I think the events of the last month have just underscored the importance of the work the significant work to be done not just a Minnesota State but within all of our communities. So are intentional focus on equity and anti-racism work is going to be really clear as is really important as we move forward. How we continue to review our core work and how we do it on an ongoing basis with a very critical eye but yet a supportive one and one that works together with our campuses across different institutions as well as within institutions. And then really building on the groundwork for re envisioning ourselves as a system in a set of institutions. We've been doing this work now for a number of years and it has been evolving overtime we've been kick started in some new directions I would suggest with the disruption of the pandemic but now really taking advantage of that kick start if you will making sure that we take what has worked well for us and what we've learned about what hasn't worked well and use that to inform how we move ahead. Lots of conversations within each division about what this means for our work with our colleagues on campuses within the academic and student affairs discussions. We've been I'm talking about how we pulled together are different councils in the representatives from campuses to engage in many of these questions and really focus on the big picture policy work that we have to do to address. The gaps and disparities that our students experience and really position us how to move into a future that will look quite different and has different possibilities than what we have traditionally operated under in higher education.

### **Questions from Trustees**

Trustee Rodriguez thanked the presidents for their thoughtful presentations. Explained that they are there to support them and there are ways to share information about the struggles and make sure we keep that communication open.

Trustee Soule asks if there will be any news on how we are going to alert the world that we are going to open our campuses in the same manner as everyone else. Local stories are out there about the specific campuses and how they are opening. Chancellor has had conversations with 2 reporters in the city. Statements can be created and sent to local media to get information about campuses out to the public.

Chancellor Malhotra added additional comments. We kicked off our three scenarios not earlier than other institutions and along with what the local media has provided you the details of our recent efforts in our contact with the media we had if you remember I had mentioned it in my last bold remarks even before the last board meeting I had met with all the regional medias and there to our messaging was very clear that we will be opening fall and we will be offering a mix of online and on campus classes and

as we speak I'm also slated to meet with the media from greater Minnesota. I think on Wednesday and there again we will give it to them the same message so we have been on this message for some time now.

### **Conclusion**

Chair Cowles thanked the presenters and everyone for their participation.

### **Adjournment**

The meeting adjourned at 10:00 am.

## Minnesota State Colleges and Universities

### Board of Trustees Meeting Minutes

June 17, 2022

Present: Chair Jay Cowles, Vice Chair Roger Moe, and Trustees Ahmitara Alwal, Ashlyn Anderson, Alex Cirillo, Dawn Erlandson, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Michael Vekich, and Chancellor Devinder Malhotra.

Absent: Samson Williams

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#### Call to Order

Chair Jay Cowles called the meeting to order at 11:46 am. He welcomed all trustees, presenters, participants and the audience statewide. He explained that Governor Walz's executive order 20-01 State of Minnesota peacetime emergency declaration remains in effect and is currently extended through July 13. For the foreseeable future meetings of the Board of Trustees will be conducted in accordance with Minnesota Statutes 13D.021 meetings by telephone or other electronic means. He also explained that meeting the requirement of the Open Meeting Law to have at least one board member to be physically present at the regular meeting location is not practical during the pandemic, nor is it advisable under the current conditions for the public to physically attend the regular meeting location. He informed everyone that the meeting materials, and live audio stream of the proceeding are available from the Board of Trustees website: <https://www.minnstate.edu/board/index.html>.

Representatives of the bargaining units and student associations were requested to submit their written testimony in advance of the meeting. All testimony was distributed to trustees for their review yesterday evening. He will recognize that the written testimony has been received later in the meeting.

Chair Cowles conducted a roll call of the trustees who were participating by telephone. They are: Ahmitara Alwal, Ashlyn Anderson, Alex Cirillo, Dawn Erlandson, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Michael Vekich, and Roger Moe.

#### Chair's Report

##### Opening remarks

Trustees,

This is the first time that this board has had the opportunity to meet since the brutal killing of Mr. George Floyd, in broad daylight, on one of our Minnesota streets.

I must tell you I was deeply shaken by the utter disregard for human life that was demonstrated by the actions of the police that day, which I can only explain as a vivid

expression of systemic racism. I experienced grief, outrage, a deep sense of loss, and a strong desire for action, as did our state and, indeed, the world. In the weeks since, I have come to believe that Mr. Floyd's death is serving as an inflection point for society, making uncomfortable conversations about race, racism, systemic oppression, and white privilege possible. We are witnessing a turning point in our history, I hope, and the wheels of change have been set into motion.

I recognize that, in the wake of the last few weeks' events, and frankly, after generations of oppression, many of the communities and individuals that Minnesota State serves are suffering a renewed trauma. I want these students, faculty, staff and community members to know that this board is committed to recognizing that pain and trauma, and learning from it to remove our own policy and cultural barriers that may be impeding a safe, supportive and successful educational journey for all of our students.

I am encouraged to see that so many leaders from throughout Minnesota State – both you, chancellor, as well as the college and university presidents and others – are approaching this work with humility and commitment, to listen, learn, and undertake the needed work in partnership with all the faculty, staff and students.

I am honored and proud to be a trustee for this system of colleges and universities. Our work for many years has been focused on providing accessible higher education through affordability, through geographically diverse locations, and by partnering with employers to ensure our programs produce graduates who are ready to hit the ground running on Day One. Our emphasis has grown stronger in recent years through our Equity 2030 commitment, as our faculty, staff, and leaders work with deep resolve to identify and remove barriers to success for our students of color and our American Indian students. The past few month's events, resulting from the Covid19 virus and then Mr. Floyd's death, have further underscored the need for these efforts.

Ultimately, Minnesota State will play a critical role, as a committed partner in making change within our society, by creating equal higher education success within all parts of our Minnesota community. I look forward to this work with all of you in the weeks, months, and years ahead.

Trustees, I plan on holding a series of presentations and training sessions throughout the coming year, utilizing both internal and outside experts, to deepen the Board and system's engagement with systemic racism and its cultural roots. In the next few days I will be working to shape an initial closed training session at our July meetings, to allow us to reflect together on recent events, and our Board path moving forward.

#### Report of Closed Session Meeting on the Chancellor's Annual Performance Review

Chair Cowles provided a report on the results of this morning's Closed Session on Chancellor Malhotra's performance this year at which the full board heard from the Chancellor's Performance Evaluation Committee.

The Chair thanked the members of the Committee – Trustees Erlandson, Moe and Vekich, as well as himself as Chair – for their thoughtful work this year. The Committee met first in November 2019 to review the revised draft of the Chancellor’s FY2020 Goals and Objectives, updated based on feedback to the original draft that he shared with the Trustees and Leadership Council in September at the Board Retreat. The Chancellor’s work plan of goals and objectives included all of the major initiatives underway, from equity and inclusion strategies, to campus and system innovation, from student success strategies to workforce development partnerships, advocacy and engagement on numerous fronts, and ongoing infrastructure projects such as NextGen and HR-TSM. The Committee members reviewed the Chancellor’s work plan, and agreed on a format for a year-end progress report.

The Committee met again on June 4, roughly two weeks ago, to review with the Chancellor his extensive year-end progress report, and then to discuss as a Committee our evaluation of the Chancellor and make some suggestions as he begins to plan for FY2021. This morning the Committee members shared their views with the full Board, and in turn heard unanimous support from the full Board for the Committee’s conclusions.

Those conclusions, in summary: the Board of Trustees considers Chancellor Malhotra to have performed at an exceptional level in his role and responsibilities this year, under very challenging circumstances. His vision, authenticity, communication skills, deep knowledge of Minnesota State, and warm personal manner have provided a critical touchstone for the faculty, staff, students and trustees during a time of systemic change and external disruptions for the system. He has assembled a strong, talented team and provided steady but challenging expectations for everyone, to create the future that students, and Minnesota, needs. Chancellor Malhotra is an authentic champion for the accomplishments of Minnesota State and its students, but also has a clear eye on Minnesota State’s unrealized potential, and an abiding passion for realizing that vision with Equity 2030 at the forefront. In summary: the Board expresses its full confidence and enthusiastic support for Chancellor Malhotra’s leadership.

In the Chancellor’s report to the Board at our May meeting, he announced his intention to take a 10% cut in his take-home salary in FY2021. The Board recognizes that decision as a strong leadership statement in this time of intense budget pressures and accepts the Chancellor’s decision.

Other remarks

Chair Cowles added the following point of information for trustees: The Outreach and Engagement Committee charter suggests that a review take place in June 2020. However, due to the press of business this spring he is postponing the Board’s

discussion and assessment of the Committee until the Fall. The Committee will remain an interim committee until such a discussion takes place.

Chair Cowles called on Chancellor Malhotra for his report.

### **Chancellor's Report, Devinder Malhotra**

Chair Cowles, Vice Chair Moe, and members of the board,

We are living through an extraordinary period in time. Since we last met, the tragic and senseless death of George Floyd and the wave of protests have challenged each and every one of us as leaders and as educators to work towards ending historic inequalities and systemic racism. This work needs to be done with a sense of urgency and immediacy even though we are in the midst of a once-in-a-century pandemic.

To our African American students, colleagues, faculty, staff, and extended community: we recognize your anguish, anger, trauma, and the need to grieve. We are here to support you in this hour of your distress.

We all are witnessing and processing the events of the past weeks in varying ways. This moment of raw grief and anger calls for soul searching, and more importantly, action by all of us, both at a personal and professional level.

As a society and as institutions of higher education, we need to dismantle social constructs and structures, laws, practices and policies that have resulted in creating unacceptable disparities in every aspect of our existence, including education. The insidious nature of systemic racism has led to the large equity gaps in both access to higher education and student success.

I fully recognize that higher education cannot, by itself, root out longstanding societal ills, but if higher education is not the leader in this work, then who? As Dr. Martin Luther King Jr. stated, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education." And, as Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world."

While understanding racism and its roots, questioning our own privilege and biases, and altering those systems and beliefs is a lifelong journey, that journey must begin with one step, and that is to develop the courage and the capacity to engage in difficult and needed conversations to assist with our work. We must turn the lens inward and examine Minnesota State's role broadly, and work towards the change needed to bring about greater equity, access, and empowerment for our students of Native and Indigenous origins, our students of color, and those who come from low income families.

Minnesota State continues to be committed to take actions to address systemic racism. Concretely this means ongoing anti-racism training and education for all stakeholder groups including my Cabinet, Leadership Council, faculty, staff, and students. It includes the review of our policies and procedures, utilizing an equity lens and including race and ethnicity as a critical dimension of that review. We will prioritize the ongoing review and redesign of our curriculum and academic programs including, but not limited to, law enforcement and criminal justice. We are creating a workgroup of faculty, campus administrators, students and community members to support the critical examination of current law enforcement curricula and pedagogy using an anti-racism and equity-focused lens. We will provide a more detailed report of this work to the Board at the next meeting.

We aspire to inclusive excellence as the defining characteristic of our work. This will require expansion of our efforts to support cultural competency, for promotion of multicultural understanding, to put in place inclusive management strategies, and move towards an anti-racist ethos in the workplace and in our learning spaces. All this work is integral to the success of our overarching goal of Equity 2030.

Chair Cowles and members of the board, I want to thank you for your leadership – for tackling difficult issues, for your continued guidance, and commitment to Minnesota State. It has been an extremely difficult, and emotionally exhausting, time to lead. As we reflect on the past three weeks, I’m further reminded of the burden of the last four months – to some it feels like years – the COVID-19 pandemic, and the economic fallout in its wake, has compelled us to face difficult choices and make tough and hard decisions. Here to our native communities and those of color have been disproportionately impacted. The leadership, expertise, and time commitment of this Board are deeply appreciated and valued all the more during these times.

**FY2021 budget and tuition freeze proposal**

As we turn to our finances, I want to thank Chair Moe, the trustees who serve on the Finance Committee, and Vice Chancellor Maki for the heavy lifting required to put together a budget during the most trying of times. I appreciate all the work, problem-solving, and creative thinking Bill Maki and his team have been doing in making the necessary updates and changes as we grapple with the many unknowns and manage the competing interests and priorities of our many stakeholders. The proposal to freeze undergraduate tuition for fall semester underscores our commitment to affordability. However, we have to balance this with providing our colleges and universities with resources to stay viable and to deliver exceptional education to all our students.

Our colleges and universities will be open for fall, ready to welcome students, both online and on campus, while implementing the necessary safety and health protocols.



Faculty and staff have been reaching out in new ways to connect in a virtual environment with current students, as well as prospective students, to ensure they have the latest information about our plans and are prepared to continue their educational journey.

One example to share: President Berndt, of Inver Hills Community College and Dakota County Technical College, along with other college leaders have been personally calling these students to touch base with them, let them know he's thinking about them, and to make sure they have the latest updates for fall. This gesture, to take the time to make a phone call – particularly during the pandemic – is meaningful.

Our presidents are focused on the success and well-being of our students and lead with care and compassion. They do this each and every day, and it matters more than it ever has before. Our presidents have been stepping up in ways that continue to move and inspire me. I'm deeply grateful for their innovation, commitment, and resilience to our students and our campus communities over the past several months. With their leadership, and the leadership of our faculty and staff, we will continue to serve our students to help them accomplish their goals and to reach their dreams.

#### **Outgoing trustees and changes in leadership**

We have several trustees and others whose appointments are ending in the coming months, and I want to thank you, and I am grateful to several of you who have expressed interest in continuing to serve. I also look forward to honoring your service when the transition time may present itself. In particular, I would like to thank Trustee Hoffman, who has served as a trustee for 12 years and has been here since the beginning of my chancellorship. He has chaired this Board and provided valuable counsel, advice, and – let's just say at times – blunt, but perhaps needed, advice. Trustee Hoffman has agreed to serve until a new appointment is made, though he has made clear that, in true Lyndon Johnson manner, he "shall not seek, and will not accept, the appointment for another term as trustee." Trustee Hoffman, you have given much of your time and energy to Minnesota State. I thank you for your service and for all your contributions. At a personal level, I have always enjoyed our conversations, and value our friendship.

I would also like to extend my appreciation to interim president Jeff Williamson for his leadership and tremendous contributions to North Hennepin Community College and the broader community. Jeff will return back to Minnesota West Community and Technical College, where I know the leadership lessons learned during this last year will be of great service to that community.

As you know, as Interim President Williamson steps down, the North Hennepin Community College community will be welcoming Dr. Rolando García. It is my understanding that he just completed a six-day road trip in an RV with his family and

two dogs traveling from Florida to Minnesota. I am, as I am sure he is, happy that he is safely in Minnesota. This is an exciting time for the college, and I look forward to working with him.

### **Title IX Lawsuit**

As I mentioned earlier, Minnesota State is fully committed to ending discrimination and racism in all of its forms, and to providing a safe, respectful, and supportive learning environment for all of our students. There is no level of discrimination, racism, or bias that is acceptable anywhere.

We believe in and support the clear and powerful language of Title IX, a law that prohibits sex discrimination in educational institutions. We support the action taken by Attorney General Keith Ellison to safeguard critical protections for survivors of sexual violence and assault by joining in a multi-state lawsuit challenging the Department of Education's final rule that undermines and weakens longstanding protections under Title IX. We will continue to advocate for policies that ensure safety and inclusivity for all our campus communities.

### **Conclusion**

In closing, we have immense challenges before us, and we will meet them with resilience and fortitude. I am confident our work will position Minnesota State to fulfill its innate potential and promise. I look forward to our continuing engagement and conversations with our campus leaders, faculty, staff, and students, and I am comforted by our collective partnership as we wrestle with the enormity of challenges facing us.

### **Consent Agenda**

Chair Cowles asked if anyone wanted to remove an item from the Consent Agenda, as shown below. No items were removed.

*Following a motion from Trustee Hoffman and a second from Trustee Janezich, a roll call vote was conducted and passed unanimously.*

- 1. Minutes of the Committee of the Whole, May 19, 2020 (pp. 312-322 of board packet)**
- 2. Revised FY2021 and Proposed FY2022 Board Meeting Dates, Second Reading (pp. 306-310 of board packet)**
- 3. Review and Approve Fiscal Year 2021 Auditing Plan (pp 20-34 of board packet)**
- 4. Contracts Exceeding \$1 Million**
  - a. CollegeSource Degree Audit Maintenance and Transferology Renewal, Academic and Student Affairs, System Office (pp. 112-113 of board packet)**
  - b. Contract for Bookstore Services, Metropolitan State University (pp. 114 of board packet)**

### **Board Policy Decisions**

Trustee Vekich moved approval of the board policy decisions. Trustee Janezich seconded the motion and the policy amendments were adopted unanimously on a roll call vote.

- 1. Proposed Amendment to Board Policy 3.34: Academic Semester Start Dates (pp. 74-77 of board packet)**
- 2. Proposed Amendment to Board Policy 5.17: Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (pp. 95-100 of board packet)**

### **Board Standing Committee Reports**

#### **Committee of the Whole, Jay Cowles, Chair**

Chair Cowles gave a brief report on the committee of the Whole meeting on the Minnesota state response to the COVID-19 crisis.

#### **Audit Committee, George Soule, Chair**

#### **Joint Meeting: Diversity, Equity, and Inclusion and Human Resources Committees, Co-Chairs Rodriguez and Vekich**

#### **Academic and Student Affairs Committee, Alex Cirillo, Chair**

#### **Facilities Committee, Jerry Janezich, Chair**

Committee Chair Janezich reported that the 2020-2022 Capital Program Guidelines were approved on the Consent Agenda. The committee had a brief discussion on how the Capital Program might look like in the future

#### **Finance Committee, Roger Moe, Chair**

Committee Chair Moe reported that the contracts for the Nursing Assessment Software Agreement at Minnesota State University, Mankato and the Exclusive Beverage Contract for Winona State University were approved on the Consent Agenda. The committee also heard a very sobering financial presentation from Vice Chancellor Maki who laid out a number of scenarios. It is very difficult to guess at this stage in the game where we are going to be financially so a number of options were laid out that we eventually could confront. I believe that we all should understand that we are facing a very difficult financial time ahead of us and fortunately we have great people that will help guide us through it. Also some very limited discussion about sequencing the financial decisions that we have to make and possibly pushing that out into the calendar year a little bit to give us even better projections of what might happen based upon this COVID-19 pandemic and as well as what will come out of the legislative session and as well as the federal actions.

### **Student Associations**

Written testimony was provided by President Oballa Oballa, LeadMN; State Chair Ola Abimbola, Students United. Their testimony is attached to these minutes.

### **Minnesota State Colleges and Universities Bargaining Units**

Written testimony was provided by President Tom Torgerud, American Federation of State, County, and Municipal Employees – Council 5; President Brent Jeffers, Inter Faculty Organization; President Matt Williams, Minnesota State College Faculty; and President Tracy Rahim, Minnesota State University Association of Administrative and Service Faculty. Their testimony is attached to these minutes.

### **Trustee Reports**

Trustee Rodriguez commented that he appreciates the communication from the chancellor. It is very well thought out and compassionate.

Trustee Tefer wanted to remind everyone to take a moment to reflect on the uncovering of equity disparities, economic and racial, across the United States. She commended the chancellor, presidents, and her board colleagues. Trustee Tefer added that we are on the right side of this historical event, and we are so well positioned to do the things that we want to do.

Trustee Janezich explained that things have been done very well, and he wanted to go on record saying that he thinks it unfair to ask the chancellor to do more and think it's okay for him to cut his pay by 10%. Trustee Janezich added that the chancellor should be rewarded for his hard work and success. The board has spent a lot of time over the last few years trying to give the chancellor position the value it deserves.

Chancellor Malhotra explained that it was his decision and it was taken after some reflection. He wanted to underscore we need to make sure that that we model what we are asking across the system to do the hard work and show solidarity with our faculty staff and students who are also going through some difficult times.

Trustee Williams thanked the board office and the entire system office on the consistent communication from the entire staff. He appreciated the information flow and being kept in the loop. He also commended the support of the board on behalf of the students.

Chair Cowles commended the trustees on the discussions and questions they asked during the committee meetings.

The annual meeting of the Board of Trustees is on June 17. The board will elect a chair and a vice chair. The Nominating Committee, Trustees Nishimura, Rodriguez, and Soule (chair), will forward its recommendations on or about May 17.

The next meeting of the Board of Trustees is scheduled for July 21-22. Chair Cowles noted that we tentatively anticipating a briefing at this meeting on law enforcement programs at Minnesota State.

Chair Cowles acknowledged Trustee Hoffman

**Other Business, Election of Officers**

Trustee Soule provided a report of the Nominating Committee's recommendations and motions.

**Adjournment**

The meeting adjourned at 12:46 PM.

## Minnesota State Colleges and Universities

Committee of the Whole Meeting

July 22, 2020

Present: Chair Jay Cowles, Vice Chair Roger Moe, and Trustees Ashlyn Anderson, Alex Cirillo, Dawn Erlandson, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Michael Vekich, Samson Williams and Chancellor Devinder Malhotra.

Absent: Trustee Ahmitara Alwal

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### Call to Order

Chair Jay Cowles called the meeting to order at 8:33 am. He welcomed all trustees, presenters, participants and the audience statewide. He explained that Governor Walz's executive order 20-01 State of Minnesota peacetime emergency declaration remains in effect and is currently extended through July 13. For the foreseeable future meetings of the Board of Trustees will be conducted in accordance with Minnesota Statutes 13D.021 meetings by telephone or other electronic means. He also explained that meeting the requirement of the Open Meeting Law to have at least one board member to be physically present at the regular meeting location is not practical during the pandemic, nor is it advisable under the current conditions for the public to physically attend the regular meeting location. He informed everyone that the meeting materials, and live audio stream of the proceeding are available from the Board of Trustees website: <https://www.minnstate.edu/board/index.html>.

Representatives of the bargaining units and student associations were requested to submit their written testimony in advance of the meeting. All testimony was distributed to trustees for their review yesterday evening. He will recognize that the written testimony has been received later in the meeting.

Chair Cowles conducted a roll call of the trustees who were participating by telephone. They are: Ashlyn Anderson, Alex Cirillo, Dawn Erlandson, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Michael Vekich, Samson Williams and Roger Moe.

### Chair's Report

#### Chancellor's Report, Devinder Malhotra

Chair Cowles, Vice Chair Moe, and trustees-

As we approach our fifth COVID-19 Board update, it is clear that we will be having these types of conversations for several months or perhaps years as we do our best to

provide educational opportunities to Minnesotans in every corner of the state and do our best in providing a safe environment to accomplish this goal.

While some of my colleagues may accuse me of being a professor during the 1918 pandemic, I can tell you there is no playbook on how to respond let alone lead during a pandemic – although I'm sure there are many in development. Over the next few months and years, we will learn together how to balance safety concerns with the economic uncertainties that lie ahead.

We all know that safety is on the minds of our students, parents, faculty, staff, and campus leadership in every community we serve. We also know that all of us have different levels of risk that we are comfortable with and while I understand different viewpoints we will always err on the side of safety.

Last Thursday, I made the decision on two fronts that all Minnesota State employees, students, and visitors, including contractors and vendors will be:

- required to wear a face covering when inside any of our facilities when physical distancing is not possible, and
- all will be required to complete a health screening tool, currently in development by IT, prior to entering any of our facilities.

Over the past five months, I have been asked many “what if” questions regarding potential outbreak at one of our campuses, a future second wave, athletics and student activities not only for fall but winter and spring – as well as the hardest question *can you guarantee my safety*. I wish I could guarantee everyone's safety that comes to our campuses. And I know I am not alone in this as we think about our K-12 colleagues who are also making their own very difficult decisions as they approach the start of a new school year.

What we can guarantee is:

- we will mitigate risk based on the advice and guidance from CDC and MDH and continue to be their active partners to implement new processes and protocols,
- we will wear masks and continue to practice social distancing,
- we will continue to prioritize and strengthen both campus and system wide communication, and most importantly,
- just as we did in the spring, we will make the tough decisions that are needed.

Those decisions will be informed by guidance from MDH and local county public health officials. Our presidents and their teams have developed strong relationships with their local health partners. As we move forward there may be times that a campus in one part of the state must make a quick decision based on what is happening within that specific region. When campuses need to read and react to their community, I am confident of our presidents and their leadership team will work consultatively to tailor

their safety measures accordingly with continued support from the system office. But when a system approach makes sense, we have proven we will not shy away from a difficult and controversial decision.

Today, we want to provide the board with insight to what our campus leaders are wrestling with as they prepare for the fall semester.

With that, Chair Cowles, I would like to pass the presentation to Sr. Vice Chancellor Anderson.

### **Report from Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs**

Vice Chancellor Anderson began by providing an overview similar to what he shared with us over the past few months on where things currently stand relative to our delivery modes of instruction as well as enrollment plans. He explained that we will be hearing from a number of campuses about how they are handling the instruction, enrollment and student success at their campuses.

Presentation slide deck for this report can be found on the Board website. Topics covered include:

- Alignment to Equity 2030
- Minnesota State Law Enforcement Education Reform
- Post Board Rulemaking Participation
- Short and Long Term Goals and Timeline
- Campus Driven Reform
- Minnesota State Program Offerings
- FY20 Student Characteristics
- FY20 Student Characteristics
- FY20 Credentials Conferred
- Process for Becoming a Licensed Police Officer
- Peace Office Licensing Exam Pass Rates

Inver Hills Community College: Culturally Responsive practice: Re-envisioning of the Law Enforcement Program, Addressing Racial Equity and Law Enforcement Curriculum, Re-envisioning of the Law Enforcement Program

Minnesota State University Mankato: Criminal Justice Education Program Review, Brief overview of programs –Corrections, Criminal Justice and Law Enforcement

Presenters:

Rochester Community & Technical College Presenter  
Jeffery Boyd, President and Chief Academic Officer

Inver Hills Community College Presenters



Dr. Leslie Palmer, Criminal Justice Instructor & Program Coordinator  
Mr. Michael Birchard, Associate Vice President of Equity and Inclusion  
Dr. Janica Austad, Associate Dean of Career Programs  
Dr. Tia Robinson Cooper, Provost and Vice President of Academic Affairs

#### Minnesota State University Mankato Presenters

Dr. Pat Nelson, Chair of the Department of Government & Director of Law Enforcement and Criminal Justice Programs  
Dr. Sherrise Truesdale-Moore, Associate Professor of Corrections  
Dr. Matt Loayza, Dean of Social & Behavioral Sciences  
Dr. Henry Morris, Vice President for Diversity & Inclusion

#### Questions/Comments

Trustee Cirillo asked if Inver Hills build the framework for cultural assured sponsored program. Framework is being worked on currently and will be sure to include them with the updates.

#### **Committee of the Whole, Jay Cowles, Chair**

Chair Cowles gave a brief report on the committee of the Whole meeting on the Minnesota state response to the COVID-19 crisis.

#### **Chancellor Closing Remarks**

I want to thank our colleagues who came here today and shared with you their efforts and their approaches as to how are they are looking at this work and moving it forward as we go. I said that this is an ongoing cadence of program review but there is a certain sense of immediacy and urgency and we need to accelerate this work and we need to accelerate law enforcement, faculty staff and students. They're not just looking for reports they're looking for actions and steps we will take and so in that regard today's conversation was a very important kickoff of series of action steps which will occur which hopefully will prepare us much better to play our role as we move towards transformative policing.

I would just add that I appreciate as well all of the folks on campus all the team sharing what they've been doing and I hope you get a sense of the deep commitment not only at the system level but also at the campus. To make this kind of transformative change again these are just two examples of work that is underway and we know that other campuses are also engaging in these questions and will work quickly and diligently to help support that work and to share that work as Trustee Soule was asking about to make sure they campuses are learning from one another as well and that we can support the sharing of that information in those emerging frameworks. So thank you for your time and ability to share what we're doing today. Thank you, this was a very rich series of presentations thank you to everybody who prepared them participated in an and most importantly for the hard work that lies ahead and your focus on it and I know the board looks forward to the next update in the coming year. With that I'm going to adjourn the meeting of the committee of the whole of the board and this concludes a string of five monthly board meetings beginning in March and I will see you again formally September for the retreat.

**Adjournment**

The meeting adjourned at 11:30 AM.

**MINNESOTA STATE BOARD OF TRUSTEES  
EXECUTIVE COMMITTEE MEETING MINUTES  
SEPTEMBER 2, 2020**

Executive Committee Members Present: Chair Jay Cowles, Vice Chair Roger Moe, Trustees Alex Cirillo, April Nishimura, Louise Sundin, Cheryl Tefer, and Michael Vekich, and Chancellor Devinder Malhotra

Other Trustees Present: Ahmitara Alwal, Ashlyn Anderson, Samson Williams

**Convene and Call to Order**

Chair Cowles called the virtual meeting to order at 8:00am.

**Chair's Updates**

Chair Cowles noted that he has made committee assignments and trustees should have received that information last week. As noted in that communication, assignments are based on the current trustee roster and will be updated as needed based on forthcoming Governor trustee appointments. The finalized committee assignments roster will be distributed and published to the Board website once we have trustee appointments from the Governor and have determined presidential liaisons to each committee.

Chair Cowles also noted that the Board's annual retreat will be held on September 22-23. We will be meeting in a Zoom format for both days. We will be reviewing the draft agenda for this later during this meeting.

Lastly, Chair Cowles expressed thanks to all who participated in the Board training held July 23 and also thanked trustees for submitting feedback related to their training experience. We had a good response rate and in general heard from trustees that they found the training valuable (78% agreement). Chair Cowles is planning to use this feedback, along with discussions from our upcoming retreat, to help inform next steps for the Board.

**Chancellor's Updates**

Chair Cowles, Vice Chair Moe, and trustees.

Today marks the first meeting of the new academic year of the board and our 37 colleges and universities have begun a year unlike any other that I have been a part of.

Yesterday, I had the opportunity to share with the Senate Higher Education Committee – our campus reopening and COVID preparedness plans. In addition, I was joined by:

- Presidents Robbyn Wacker and Adenuga Atewologun
- Vice Chancellor Bill Maki, and

- Senior System Director Kim Lynch

The following information was shared with the committee.

We all know that safety is on the minds of our students, parents, faculty, staff, and campus leadership in every community we serve. At Minnesota State we have continued to stay focused on two guiding principles; the safety of our campus communities, and giving students a path to continue their educational journey.

Our presidents are focused on these two principles which was evident in their welcome videos that Noelle shared with the board last week.

Over the past five months, I have been asked many “what if” questions, as well as the hardest question...Can you guarantee my safety? I wish I could guarantee everyone’s safety that comes to our campuses.

What we can guarantee is:

- We will mitigate risk based on guidance from the CDC and MDH
- Minnesota State will continue to be a partner with the Legislature, Commissioner Olson, MDH and the Governor’s Office
- Minnesota State implemented mandatory mask wearing prior to the executive order, and we will continue our sharp focus on social distancing
- We developed a Minnesota State screening tool that will enable us to respond more effectively
- We will have a public health statistics dashboard in place that will help the system office and campus leaders in their decision making process
- And just as we did in the spring, we will not shy from making tough decisions quickly to safeguard the health and safety of our students and employees

I am proud of our students, staff, faculty, and campus leaders who have enabled the completion of spring semester and summer classes. Their resilience ensured that the students across Minnesota continued their education and had the skill set necessary to enter Minnesota’s workforce. While we are in a pandemic and a time of economic uncertainty, we must not lose focus on having a well-trained workforce to lead Minnesota’s recovery - our work is critical in this area.

Vice Chancellor Anderson shared with you in June a preliminary look at the breakdown of fall semester courses across our colleges and universities. We are now at approximately 30% of courses will be taught face-to-face, 48% will be taught online, and 22% of courses will be delivered with a hybrid format.

Enrollment is tracking a 6% decline systemwide, which will add to financial stress of our colleges

and universities. The pandemic has impacted communities of color and economically fragile families disproportionately, and these populations make up a large number of our students.

#### Update on Law Enforcement

On August 26, over 30 members from Minnesota State and external community members gathered together for the first meeting of the Minnesota State Taskforce on Law Enforcement Reform.

My deep appreciation to Trustee George Soule, Commissioner Dennis Olson, and Associate Vice Chancellor Satasha Green-Stephen for convening this taskforce.

As you know, this work was sparked by the death of George Floyd as Minnesota State seeks to be a part of the solution by focusing on reform of law enforcement education. We will do this by directly addressing issues of racism and social justice by producing graduates who are culturally competent and able to equitably respond to all of those whom they are charged to serve and protect regardless of who they are or what they look like.

As I have stated, Minnesota State is only one piece of the puzzle. Our role will focus on reform of law enforcement education: directly addressing issues of racism and social justice by producing graduates who are culturally competent and able to equitably respond to all of those whom they are charged to serve and protect - regardless of race, ethnicity, or national origin.

I look forward to providing the board with future updates on the work of the taskforce.

#### Executive Searches

In early fall, we began to prepare for the executive searches that will be conducted this year. I shared with the board the retirement announcements of Presidents Richard Davenport and Dennis Bona. In addition to the searches that we will kick-off this fall at Minnesota State University, Mankato and Northland Community and Technical College, we will also launch searches at Saint Paul College, Northeast Higher Education District, and Minnesota State College Southeast. The team is finalizing details with search firms and search chairs. I will kick-off each search with campus listening sessions this fall and plan to bring my recommendations forward to the board this spring.

With the recent departure of Clyde Pickett, we will begin in earnest this year a search for the system diversity officer. I have charged Vice Chancellor Davis to complete an analysis of this position and to explore similar positions in other systems. Just as I do for presidential searches, I plan on conducting listening sessions with this board, presidents, campus diversity officers, bargaining unit and student association leaders to understand what characteristics and qualities we should be looking for in this position.

**Board assessment overview**

Chair Cowles introduced this agenda topic and noted that he has launched this effort as a next step in improving board governance and performance. In recent years the Board has built a solid foundation of committee charters and trustee guidelines, and has adapted agendas and processes, such as adding President liaisons for each committee, in order to keep up with the full dynamics of our system. Two years ago the Board participated in the multi-faceted learnings from the Reimagining Minnesota State project, spanning much of a year and many critical topics. As the pace of change and complexity of higher education continues to accelerate, and the role and focus of trustees continues to evolve to meet that change, adding a regular assessment of Board work by the trustees themselves will be a valuable benchmark of successes and challenges as a Board, and will help us to improve our ability to meet our trustee responsibilities. Chair Cowles will continue to work with Interim Board Director Kari Campbell and trustees on this project, and will also continue to focus on opportunities for trustees to remain current with national trends and issues, including governance best practices. Chair Cowles also acknowledged Vice Chair Moe & Trustee Cirillo for their contributions to shaping the board assessment work thus far.

Interim Board Director Kari Campbell provided an overview of the board self-assessment starting with the following goals for the effort:

- Enable the board to understand and strengthen its performance
- Ensure a clear grasp of board mission and responsibilities
- Strengthen relationships and clarify expectations among board members and between the board and system leadership
- Establish a process for regular and ongoing assessment and improvement

Multiple resources were consulted in the drafting of a self-assessment tool, including resources from the Association of Governing Boards (AGB) and the Association of Community College Trustees (ACCT). The self-assessment tool asks trustee to rate performance in key areas such as mission & strategy, system oversight, board performance, board culture & trustee development. This self-assessment will be administered by the Board office via an online survey tool within the next two weeks with a report-out at the board training scheduled prior to the September Board retreat. Individual trustee responses will be confidential; the summary report can be made publicly available. Ongoing, the Board will conduct such assessments on a regular basis to ensure continual assessment and improvement.

Trustees Nishimura and Williams both emphasized the importance of national conference attendance as an important opportunity for trustee development. Trustee Sundin noted that this year's ACCT Leadership Congress will be virtual which should allow more trustees the opportunity to attend.

**Board retreat on September 22-23**

Chair Cowles reviewed the major elements that are currently planned as part of the annual Board retreat. Day 1 will begin at 10:15 with remarks from the board chair and chancellor after which we will focus on an update on enterprise risk management and will also hear from presidents on the Leadership Council Executive Committee. Day 2 kicks off at 8:30 with remarks from the board chair and chancellor. Chair Cowles has extended an invitation to student associations and bargaining units to join at the beginning of Day 2 to share their focus for the coming year. We will also receive an update on Equity 2030 & the chancellor's work plan and then will turn our attention to the FY2021 board work plan and committee topics.

Trustee Sundin noted the upcoming presidential searches within the system and the potential challenges of ensuring a quality candidate pool and successful search in light of the COVID-19 pandemic. Chancellor Malhotra and Vice Chancellor Davis emphasized the importance of the search firms in ensuring quality candidate pools.

Chair Cowles also noted the upcoming legislative session and the need to provide trustees with a summary of the system's financial position relative to the stresses that the legislature will be addressing. Chancellor Malhotra noted that the internal conversations have started around the biennial budget request and the timeline for that work will be clearer in the next few weeks.

Trustee Williams noted the issues related to enrollment of international students in light of COVID-19. Chancellor Malhotra acknowledged that international students have been significantly impacted by the pandemic particularly at our universities who have been trying new and creative approaches to support these students to continue their studies. Nate Hallanger, Special Assistant to Senior Vice Chancellor Anderson, noted that over the summer we were faced with shifting guidance from both the CDC and State Department so our campuses and system office were constantly monitoring these changes in order to determine the best approach to continue to serve international students. Mr. Hallanger also noted ongoing advocacy with government agencies to underscore the importance of having a diverse student population that includes international students and enriches the whole student population.

**Adjourn**

The meeting adjourned at 9:19 am.



## **Board Policy Decisions**

Minnesota State  
Virtual Meeting  
Wednesday, October 21, 2020  
11:15 PM

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The Board of Trustees are adhering Governor Walz's Executive Order 20-01, the State of Minnesota Peacetime Emergency Declaration, and the Center for Disease Control's social distancing guidelines. The trustees will convene either by conference call or on a virtual meeting platform. Interested parties can listen to the live audio-streaming of the proceedings by clicking the link at:

<https://www.minnstate.edu/board/index.html>.

### Board Policy Decisions (Second Readings)

- 1. Proposed Amendment to Board Policy 3.22 Course Syllabi and Course Outlines**  
*(pp. 3-6 of the Academic and Student Affairs Committee's meeting materials)*
- 2. Proposed Amendment to Board Policy 3.5 Post-secondary Enrollment Options (PSEO)**  
*(pp. 7-10 of the Academic and Student Affairs Committee's meeting materials)*

**Bolded items indicate action is required.**





## Minnesota State Acronyms

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
ACCT	Association of Community College Trustees
ACE	American Council on Education
AFSCME	American Federation of State/County/Municipal Employees
AGB	Association of Governing Boards of Universities and Colleges
API	Application Programming Interface
AQIP	Academic Quality Improvement Program
ASA	Academic and Student Affairs
BPAC	Business Practices Alignment Committee
CAG	Cross-functional Advisory Group
CAS	Course Applicability System
CASE	Council for the Advancement and Support of Education
CCSSE	Community College Survey of Student Engagement
CFI	Composite Financial Index
CIP	Classification of Instructional Programs
COE	Centers of Excellence <ul style="list-style-type: none"><li>• Advance IT Minnesota</li><li>• 360° Manufacturing and Applied Engineering Center of Excellence</li><li>• HealthForce Minnesota</li><li>• Minnesota Center for Engineering and Manufacturing Excellence (MNCEME)</li><li>• Center for Agriculture - Southern Minnesota</li><li>• Minnesota Agriculture Center for Excellence – North – AgCentric</li><li>• Minnesota Energy Center</li><li>• Minnesota Transportation Center</li></ul>

CRM	Constituent Relationship Management
CSC	Campus Service Cooperative
CST	Collaborative Sourcing Team
CTF	Charting the Future
CTL	Center for Teaching and Learning
CUPA	College and University Personnel Association
DARS	Degree Audit Reporting System
DEED	Department of Employment and Economic Development
DOA	Department of Administration
DOER	Department of Employee Relations (merged with MN Management and Budget)
EEOC	Equal Employment Opportunity Commission
EIC	Enterprise Investment Committee
ERP	Enterprise Resource Planning
FERPA	Family and Educational Rights and Privacy Act
FIN	Finance
FTE	Full Time Equivalent
FUG	Financial User Group
FY	Fiscal Year (July 1 – June 30)
FYE	Full Year Equivalent
HEAC	Higher Education Advisory Council
HEAPR	Higher Education Asset Preservation
HLC	Higher Learning Commission
HR	Human Resources
HR-TSM	Human Resources Transactional Service Model

IAM	Identity and Access Management
IDM	Identity Management (Old term)
IFO	Inter Faculty Organization
iPASS	Integrated Planning and Advising for Student Success
IPEDS	Integrated Postsecondary Education Data System
ISEEK	CareerWise Education
ISRS	Integrated Statewide Records System
IT	Information Technology
ITS	Information Technology Services
LTFS	Long-term Financial Sustainability
MAPE	Minnesota Association of Professional Employees
MDOE	Minnesota Department of Education
MDVA	Minnesota Department of Veterans Affairs
MHEC	Midwestern Higher Education Compact
MMA	Middle Management Association
MMB	Minnesota Management and Budget
MnCCECT	Minnesota Council for Continuing Education and Customized Training
MMEP	Minnesota Minority Education Partnership
MNA	Minnesota Nurses Association
MOU	Memorandum of Understanding
MSCF	Minnesota State College Faculty
MSCSA	Minnesota State College Student Association
MSUAASF	Minnesota State University Association of Administrative and Service Faculty
MSUSA	Students United (previously known as MSUSA or Minnesota State University Student Association)

NASH	National Association of System Heads
NCAA	National Collegiate Athletic Association
NCHEMS	National Center for Higher Education Management Systems
NSSE	National Survey of Student Engagement
OCR	Office for Civil Rights
OET	Office of Enterprise Technology
OHE	Minnesota Office of Higher Education
OLA	Office of the Legislative Auditor
PEAQ	Program to Evaluate and Advance Quality
PM	Project Manager
PSEO	Post-Secondary Enrollment Options
RFP	Request for Proposal
SAG	Services Advisory Group
SCUPPS	State College and University Personnel/Payroll System
SEMA4	Statewide Employee Management System
SER	Subcommittee on Employee Relations
SHEEO	State Higher Education Executive Officers
SME	Subject Matter Experts
USDOE	United States Department of Education
USDOL	United States Department of Labor