



MINNESOTA STATE

Board of Trustees

30 East 7th Street
St. Paul, MN 55101

651-201-1705

Board of Trustees Meetings November 19-20, 2019



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



Board of Trustees Meeting
November 19-20, 2019

Bemidji State University
1500 Birchmont Drive NE
Bemidji, MN 56601

Northwest Technical College
905 Grant Avenue SE
Bemidji, MN 56601

Unless noticed otherwise, all meetings are in the Crying Wolf Room on the lower level of Hobson Memorial Union. Committee and board meeting times are tentative. Meetings may begin up to 45 minutes earlier than the times listed if a committee meeting concludes its business before the end of its allotted time slot. In addition to the board or committee members attending in person, some members may participate by telephone.

Tuesday, November 19, 2019

- 8:00 am American Indian Resource Center
Welcome by Faith Hensrud, President
- 9:30 AM Outreach and Engagement Committee, Dawn Erlandson, Chair
Other board members may be present constituting a quorum of the board.
Crying Wolf Room
1. **Minutes of June 18, 2019**
 2. Presentation by Minnesota Tribal College Presidents
- 11:00 AM Finance Committee, Roger Moe, Chair
Other board members may be present constituting a quorum of the board.
Crying Wolf Room
1. **Minutes of October 15, 2019**
 2. **Contracts Exceeding \$1 Million:**
 - a. **Bookstore Lease, Bemidji State University and Northwest Technical College**
 - b. **Food Service Agreement Extensions, Bemidji State University, Minnesota State University, Mankato, Minnesota State University Moorhead, and St. Cloud State University**
 - c. **Lease Amendment, 1380 Energy Park, Metropolitan State University**
 4. **Proposed Amendment to Policy 5.14, Contracts and Procurements (Second Reading)**
 5. **Supplemental Budget Request**
- 12:00 PM Luncheon, Beaux Arts Ballroom

1:00 PM Academic and Student Affairs, Alex Cirillo, Chair
Other board members may be present constituting a quorum of the board.
Crying Wolf Room

1. **Minutes of May 22, 2019**
2. **Minutes of June 18, 2019**
3. **Minutes of October 15, 2019**
4. **Approval of Mission Statement: Ridgewater College**
5. **Approval of Mission Statement: South Central College**
6. Proposed Amendment to Policy 3.27 Copyrights (First Reading)
7. Proposed New Policy 3.43 Accreditation (First Reading)
8. Proposed Amendment to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration (First Reading)
9. Innovation Presentation

2:30 PM Audit Committee, George Soule, Chair
Other board members may be present constituting a quorum of the board.
Crying Wolf Room

1. **Minutes of October 15, 2019**
2. **FY2019 and FY2018 Audited Financial Statements and Student Financial Aid Audit**
3. Proposed Amendment to Policy 1D.1 Office of Internal Auditing (First Reading)
4. **Internal Auditing Services: Authorization to Negotiate Baker Tilly Virchow Krause, LLP Contract Extension**
5. **External Auditing Services: Authorization to Negotiate CliftonLarsonAllen, LLP Contract Extension**

4:00 PM Closed Session: Joint Meeting of the Audit and Finance Committees
George Soule and Roger Moe, Co-Chairs
Other board members may be present constituting a quorum of the board.
Crying Wolf Room
Pursuant to Minn. Stat. § 13D.05 (2019) Data Classified as Not Public

1. Information Security Briefing
2. Information Security Audit Results

5:00 PM Closed Session Ends

6:00 PM Reception and Dinner (Social event, not a meeting)

Wednesday, November 20, 2019

8:00 AM Presentation and tour of Northwest Technical College
905 Grant Avenue SE

9:30 AM Depart Northwest Technical College for Bemidji State University

- 10:00 AM Closed Session: Human Resources Committee, Michael Vekich, Chair
Other board members may be present constituting a quorum of the board.
Crying Wolf Room
Pursuant to Minn. Stat. § 13D.03, (2019) Closed Meetings for Labor Negotiations Strategy (Minnesota Open Meeting Law)
- Update on Labor Negotiations Strategy
- 10:30 AM Human Resources Committee, Michael Vekich, Chair
Other board members may be present constituting a quorum of the board.
Crying Wolf Room
- 1. Minutes of October 15, 2019**
 - 2. Approval of 2019-2021 Inter Faculty Organization Bargaining Contract (pending member ratification)**
 - 3. Approval of 2019-2021 Minnesota State University Association of Administrative and Service Faculty Bargaining Contract (pending member ratification)**
 - 4. Approval 2019-2021 Minnesota State Colleges and Universities Personnel Plan for Administrators**
- 11:00 AM Joint Meeting of the Audit and Human Resources Committees, George Soule and Michael Vekich, Co-Chairs
Other board members may be present constituting a quorum of the board.
Crying Wolf Room
- Human Resources Transactional Service Model (HR-TSM) Update
- 12:00 PM Luncheon, Beaux Arts Ballroom
- 1:00 PM Diversity, Equity, and Inclusion Committee, Rudy Rodriguez, Chair
Other board members may be present constituting a quorum of the board.
Crying Wolf Room
- 1. Minutes of June 18, 2019**
 - 2. Review: Office of Equity and Inclusion Strategic Plan**
 - 3. Campus Climate Project Update**
- 2:30 PM Board of Trustees, Jay Cowles, Chair
Crying Wolf Room
- 4:00 PM Meeting Ends



CAMPUS FACILITIES

- | | |
|--|-------------------------------------|
| 1. Bangsberg Fine Arts Complex (BG) | 21. Glas Scholars House (GH) |
| 2. Alumni Arch | 22. Birch Hall (BH) |
| 3. Deputy Hall (D) | 23. Decker Hall (DH) |
| 4. Sattgast Hall (S) | 24. University Heights (UH) |
| 5. Lakeside Lawn | 25. Practice Fields |
| 6. Memorial Hall (M) | 26. Gillett Wellness Center (GC) |
| 7. Central Plaza | 27. Physical Education Complex (PE) |
| 8. Hagg-Sauer Hall (HS) | 28. John Glas Fieldhouse (FH) |
| 9. Lower Hobson Union (HMU) | 29. Linden Hall (LH) |
| 10. Upper Hobson Union/Beaux Arts Ballroom (HMU) | 30. Tamarack Hall (TK) |
| 11. Sanford Quad | 31. Cedar Hall (CH) |
| 12. A.C. Clark Library (L) | 32. Walnut Hall (WH) |
| 13. Bridgeman Hall (BN) | 33. Pine Hall (PH) |
| 14. David Park House (DPH) | 34. Softball Field |
| 15. Alumni House (AH) | 35. Baseball Field |
| 16. Chet Anderson Stadium | 36. Oak Hall (OH) |
| 17. Outdoor Program Center (OPC) | 37. Central Receiving (CR) |
| 18. Laurel House (LH) | |
| 19. Bensen Hall (BE) | |
| 20. American Indian Resource Center (AIRC) | |

- Parking
- Accessible entrance
- Recreation path



Swimming Beach

Diamond Point Park

Admissions Office

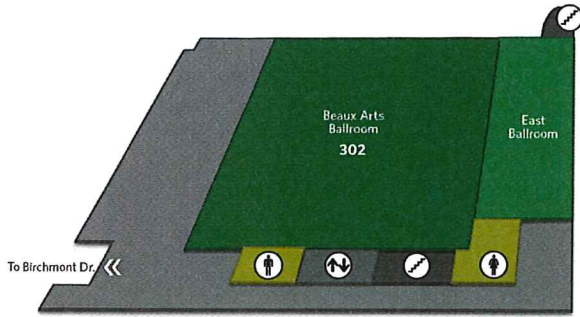
Bangsberg Lot



BEMIDJI
STATE UNIVERSITY



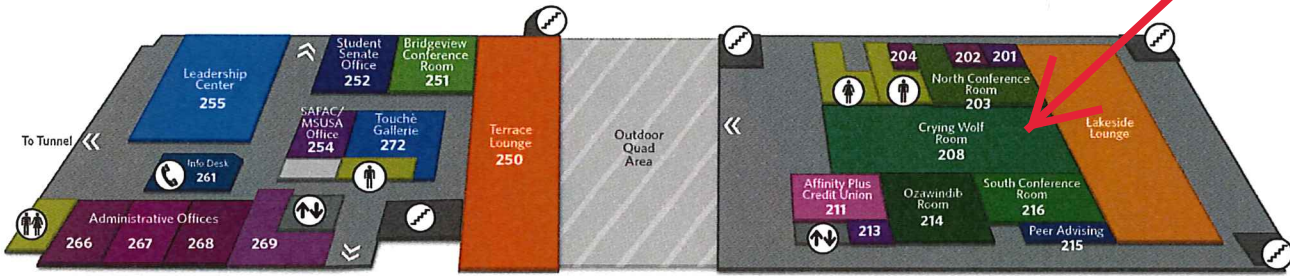
HOBSON MEMORIAL UNION D I R E C T O R Y



UPPER UNION
street level

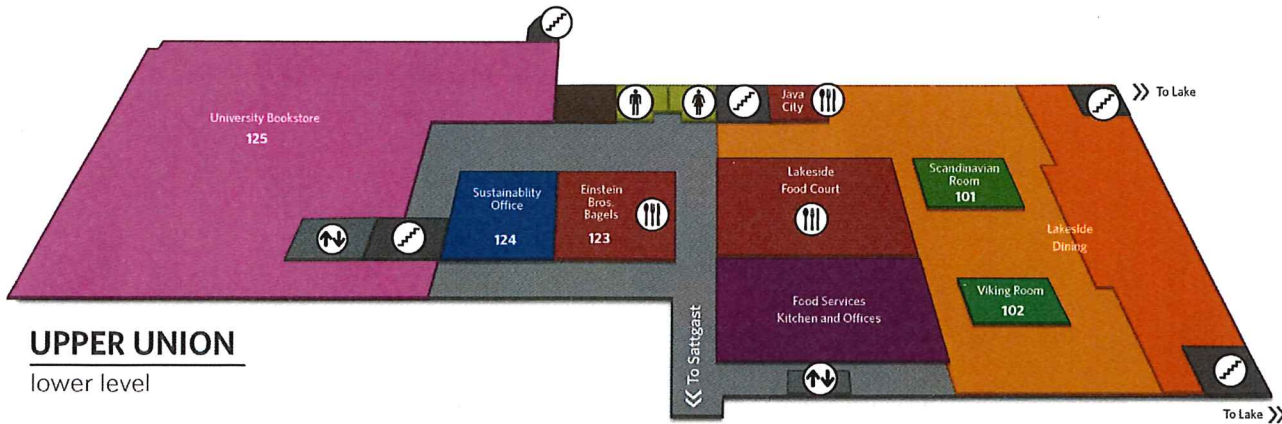
KEY

- | | | | |
|--|----------------|--|------------------|
| | Elevator | | Men's Bathroom |
| | Stairway | | Women's Bathroom |
| | Courtesy Phone | | Unisex Bathroom |
| | Food Dining | | Building Exit |
| | You Are Here | | |



UPPER UNION
second level

LOWER UNION
upper level



UPPER UNION
lower level

LOWER UNION
lower level

Bemidji State University

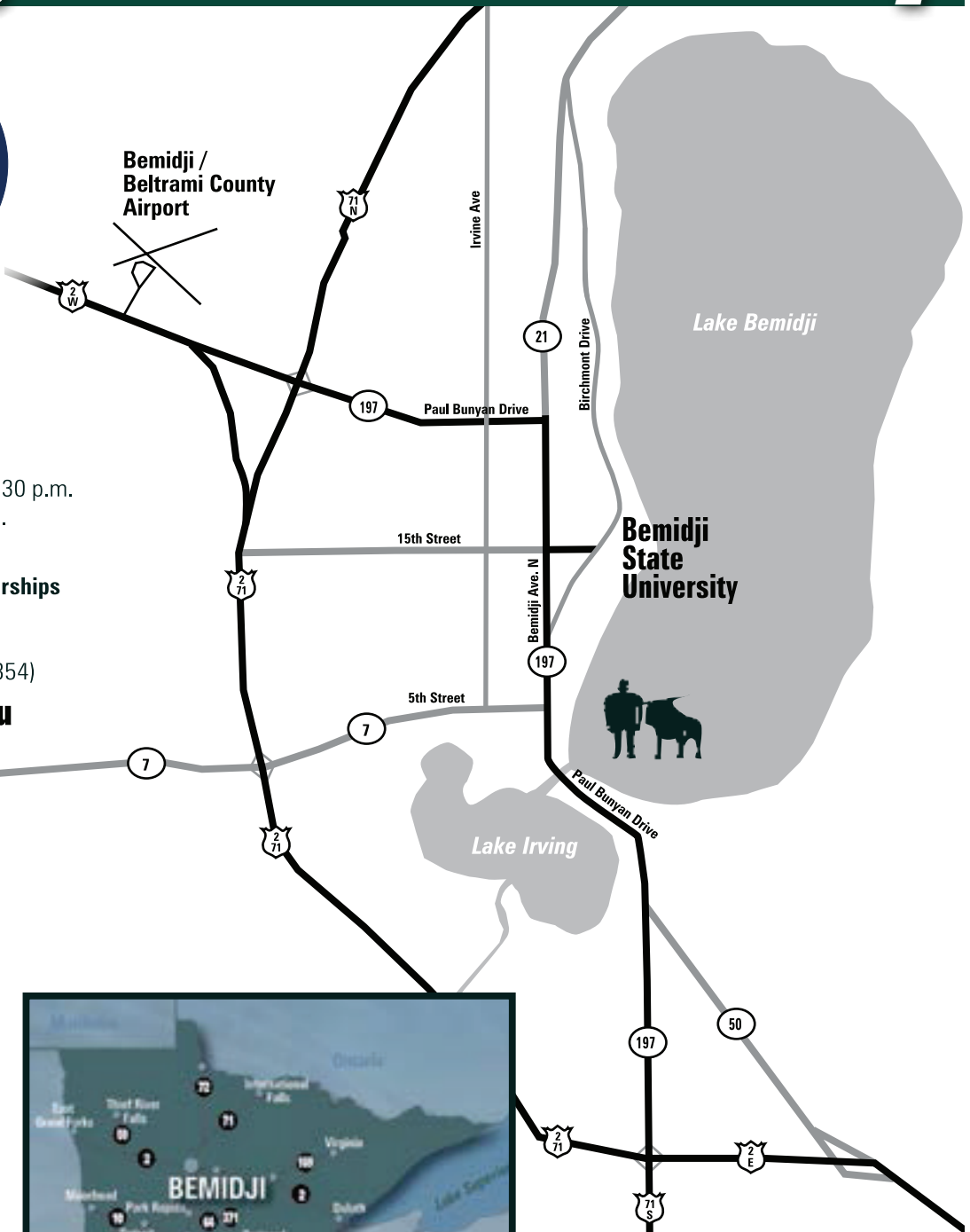


1500 Birchmont Dr. NE
 Bemidji, MN 56601-2699
 218-755-2001
 1-800-475-2001
 Business Hours
 During academic year: 8 a.m. - 4:30 p.m.
 Summer hours: 7:30 a.m. - 4 p.m.

Office of Admissions and Scholarships

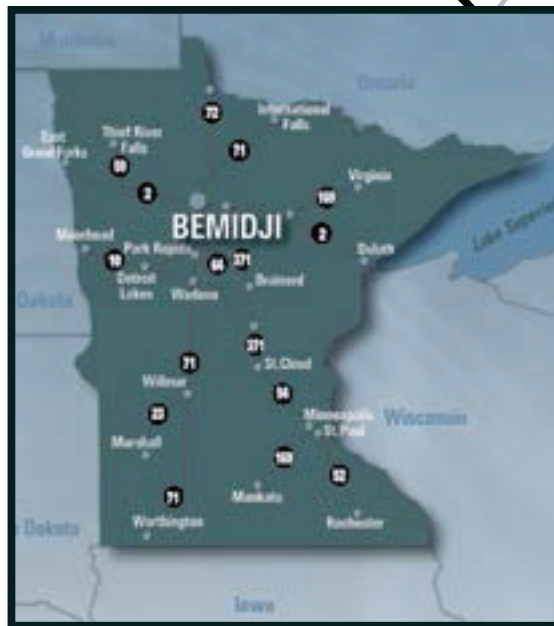
Telephone: 218-755-2040
 Fax: 218-755-2074
 Toll-Free: 1-877-BEMIDJI (236-4354)

www.bemidjistate.edu



Miles from BSU to:

Brainerd	97
Detroit Lakes	92
Duluth	150
East Grand Forks	113
Grand Rapids	69
International Falls	112
Mankato	266
Marshall	251
Minneapolis/St. Paul.	220
Moorhead	134
Rochester	297
St. Cloud	150
Thief River Falls	91
Virginia	130
Worthington	314





**Committee Rosters
2019-2020**

Executive

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

Academic and Student Affairs

Alex Cirillo, Chair
Cheryl Tefer, Vice Chair
Ashlyn Anderson
Dawn Erlandson
Jerry Janezich
Rudy Rodriguez
Samson Williams

President Liaisons:
Michael Berndt
Robbyn Wacker

Audit

George Soule, Chair
Michael Vekich, Vice Chair
Bob Hoffman
Jerry Janezich
April Nishimura

President Liaisons:
Richard Davenport
Stephanie Hammitt

Diversity, Equity, and Inclusion

Rudy Rodriguez, Chair
George Soule, Vice Chair
Ashlyn Anderson
April Nishimura
Louise Sundin
Cheryl Tefer
Samson Williams

President Liaisons:
Anne Blackhurst
Annesa Cheek

Facilities

Jerry Janezich, Chair
Louise Sundin, Vice Chair
Bob Hoffman
Roger Moe
Samson Williams

President Liaisons:
Faith Hensrud
Kent Hanson

Finance

Roger Moe, Chair
April Nishimura, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Bob Hoffman
Jerry Janezich
George Soule

President Liaisons:
Joe Mulford
Scott Olson

Human Resources

Michael Vekich, Chair
George Soule, Vice Chair
AbdulRahmane Abdul-Aziz
Dawn Erlandson
Roger Moe
Rudy Rodriguez
Cheryl Tefer

President Liaisons:

*Ginny Arthur
Annette Parker*

Nominating Committee

George Soule, Chair
Rudy Rodriguez, Vice Chair
Cheryl Tefer

Outreach and Engagement Committee

Dawn Erlandson, Chair
Louise Sundin, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Rudy Rodriguez

President Liaisons:

*Anne Blackhurst
Hara Charlier*

Chancellor Review

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



Approved FY2020 and FY2021 Board Meeting Dates

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

Approved FY2020 Meeting Calendar

Meeting	Date	If agendas require less time, these dates will be cancelled.
Board Meeting/Combined meeting with Leadership Council <i>Hibbing Community College</i>	July 23-24, 2019	July 24, 2019
Board Retreat	September 17-18, 2019	
Executive Committee	October 2, 2019	
Committee/Board Meetings Combined meeting with Leadership Council on October 15 <i>No meetings on October 16.</i>	October 15, 2019 <i>ACCT Leadership Congress, October 16-19, San Francisco</i>	October 16, 2019
Cancelled: Executive Committee	November 6, 2019	
Committee / Board Meetings <i>Bemidji State University and Northwest Technical College</i>	November 19-20, 2019	November 19, 2019
No December meeting		
Executive Committee	January 8, 2020	
Committee / Board Meetings Combined meeting with Leadership Council on January 28	January 28-29, 2020	
No February meeting	<i>ACCT National Legislative Summit, Feb. 9-12, Washington, D.C.</i>	
Executive Committee	March 4, 2020	

Meeting	Date	If agendas require less time, these dates will be cancelled.
Committee / Board Meetings	March 17-18, 2020	March 17, 2020
Executive Committee	April 1, 2020	
Committee / Board Meetings Awards for Excellence in Teaching	April 21-22, 2020 <i>AGB National Conference April 5-7, Washington, D.C.</i>	
Executive Committee	May 6, 2020	
Committee / Board Meetings	May 19-20, 2020	May 19, 2020
Committee / Annual Board Meetings	June 16-17, 2020	June 16, 2020

Approved FY2021 Meeting Calendar

Board Meeting/Combined meeting with Leadership Council	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	September 15-16, 2020	
Executive Committee	October 7, 2020	
Committee / Board Meetings	October 20-21, 2020 <i>ACCT Leadership Congress Sept. 30-Oct. 3, Chicago</i>	October 21, 2020
Executive Committee	November 3, 2020	
Committee / Board Meetings	November 17-18, 2020	
No December meeting		
Executive Committee	?	

Committee / Board Meetings Combined meeting with Leadership Council	January 26-27, 2021	
No February meeting	<i>ACCT National Legislative Summit, Feb. 7-10, Washington, D.C.</i>	
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 <i>AGB National Conference, Apr. 11-13, San Diego</i>	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

National Higher Education Conferences:

AGB National Conference	April 14-16, 2019, Orlando
ACCT Leadership Congress:	October 16-19, 2019, San Francisco
ACCT National Legislative Summit:	February 9-12, 2020, Washington, DC
AGB National Conference:	April 5-7, 2020, Washington, DC
ACCT Leadership Congress:	September 30-Oct. 3, 2020, Chicago
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



MINNESOTA STATE

OUTREACH AND ENGAGEMENT COMMITTEE

Nov. 19, 2019

9:30 AM

Crying Wolf Room
Bemidji State University Hobson Memorial Union
1500 Birchmont Drive NE
Bemidji, MN

Unless noticed otherwise, all meetings are in the Crying Wolf Room on the lower level of Hobson Memorial Union. Committee and board meeting times are tentative. Meetings may begin up to 45 minutes earlier than the times listed if a committee meeting concludes its business before the end of its allotted time slot. In addition to the board or committee members attending in person, some members may participate by telephone. *Other board members may be present constituting a quorum of the board.*

- 1. Minutes of June 18, 2019**
2. Presentation by Minnesota Tribal College Presidents

Committee Members:

Dawn Erlandson, Chair
Louise Sundin, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Rudy Rodriguez

President Liaisons:

Anne Blackhurst
Hara Charlier

Bolded items indicate action is required.



**MINNESOTA STATE BOARD OF TRUSTEES
OUTREACH AND ENGAGEMENT COMMITTEE
JUNE 18, 2019**

Outreach and engagement Committee Members Present: Chair Dawn Erlandson, Trustees Louise Sundin, AbdulRahmane Abdul-Aziz and Rudy Rodriguez.

Committee members not present: Trustee George Soule.

Other Board Members Present: Trustees Alex Cirillo, Jay Cowles, Robert Hoffman, Jerry Janezich, Roger Moe and Cheryl Tefer.

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

The Minnesota State Colleges and Universities Outreach and Engagement Committee held a meeting on June 18, 2019 in the 4th Floor McCormick Room, 30 7th Street East, St. Paul. Chair Dawn Erlandson called the meeting to order at 3:45 pm.

1. Minutes of April 16, 2019

Trustee Rodriguez moved and Trustee Sundin seconded that the minutes from the April 16, 2019 meeting be approved as written. Motion carried.

2. Strategic Recruitment of High School Graduates: Normandale Community College and Minnesota State University, Mankato

Presenters:

Noelle Hawton, Chief Marketing and Communications Officer

Joyce Ester, President, Normandale Community College

Dara Hagen, Vice President of Student Affairs, Normandale Community College

David Jones, Vice President for Student Affairs & Enrollment Management,
Minnesota State University, Mankato

Brian Jones, Director of Admissions, Minnesota State University, Mankato

To kick off the topic of strategic recruitment of high school students, Chief Marketing and Communications Office Noelle Hawton offered data from the Minnesota Office of Higher Education. Of the 40,000 high school graduates enrolled in higher education in fall 2017:

- Nearly 11,000, or 27 percent, enrolled in a state public four-year university. This included Minnesota State universities, as well as the University of Minnesota.
- Another 11,665, or 29 percent, enrolled in a Minnesota State two-year college in the system, while 511, or 1 percent, enrolled in a private two-year college.

- Private four-year colleges enrolled 13 percent, or 5,197; and 29 percent, or 11,566, enrolled in a school outside Minnesota.

The University of Minnesota campuses in the Twin Cities and Duluth enrolled the most high school graduates that fall, followed by Minnesota State University, Mankato. Other Minnesota State colleges and universities in the top ten list of enrolled high school students included Normandale Community College, St. Cloud State University, Anoka-Ramsey Community College, Winona State University and Century College.

Normandale Community College Recruitment

Normandale Community College is the largest community college in the state with nearly 10,000 students taking credit courses in fall 2018. Of that number, 4,235, or 34 percent, were new students, and 5,632 were returning. The college's population comes largely from the southern metropolitan area, including high school students from Bloomington, Minneapolis, Burnsville, Shakopee, Eden Prairie, Lakeville, Apple Valley, Edina and Chaska, among others.

The typical first interaction Normandale has with a student is when he or she completes an application, sends some type of information to the college, such as an ACT score or FAFSA report, requests information or participates in an on-campus or off-campus event, said Dara Hagen, Vice President of Student Affairs.

"Touchpoints" after that initial interaction can include application submittal, placement testing, financial aid application, campus orientation, tuition payment and new student programming.

High school partnerships, such as concurrent enrollment, post-secondary enrollment (PSEO) and TRIO Upward Bound, play important roles in helping to recruit students, Hagen said. For example, Normandale Community College had 773 students taking college courses concurrently in their high schools during 2017-2018. This program helps establish pathway progression and increase conversion rate.

Participation in PSEO has increased in each of the last 4 years and in the 2017-2018 academic year there were 1,500 students taking coursework on campus. Last spring 75 PSEO students graduated from high school and Normandale Community College at the same time.

TRIO Upward Bound, a federally-funded college prep program offered at the college since 1992, serves 66 high school students annually from four local high schools. Thirty-six percent of the high school graduates who participated in TRIO go on to attend Normandale Community College.

Dimensions Academy, which is a partnership with Bloomington public schools, allows highly gifted 9th and 10th graders to take advanced content curriculum on

campus. It has had a STEM focus, but will be expanding in the humanities, Hagen said. Students can earn 34 credits by the end of the program.

A Minnesota State initiative called Summer Scholars Academy is a four-week academic prep program offering students developmental education courses in reading, writing and math. It also offers wrap-around support services. More than 50 students participated in the summers of 2018 and 2019.

Trustee Tefer said she is concerned about having extremely young students on a campus with older students. Their IQ and cognitive ability in many cases outstrips their emotional and developmental levels, she said, adding this could lead to problems.

President Ester said while these programs have been largely successful, they are working with other campuses and the system office pertaining to enrollment perimeters and the best ways meet the needs of young students. As an open access public institution, they have to be careful in limiting students' access to college programs, Ester said.

Trustee Moe said the recruitment efforts described seem focused on students who already are motivated to attend college – either for the rigor that college courses offer or for the financial benefit. Strategies are needed to recruit all students, not just the gifted or highly-motivated students, he said.

Noting the population growth in Scott and Carver counties, Chair Erlandson asked if there are any plans for the college to offer classes at new sites to better serve the geographic area.

Chancellor Malhotra said Minnesota State, as the largest public higher education system in the state, needs to be cognizant of underserved geographic areas. There needs to be a determination of the need for additional offerings and then develop strategies to meet the need. Using high school facilities or increased use of technology, may be a way to meet the demand without the cost of expanding campuses, he said.

Minnesota State University, Mankato Recruitment

David Jones, Vice President for Student Affairs & Enrollment Management at Minnesota State University, Mankato, used recruitment numbers from fall 2018 to offer a picture of the university's domestic undergraduate "enrollment funnel."

- There were 158,831 identified prospects entered into the school's Customer Relationship Management (CRM) software.
- Inquiries about the school came from 21,866 of those prospects. They may have responded to a school communication or they may have inquired "out

of the blue” after finding out about the school in another way, such as the website or word of mouth.

- The total number of students who applied was 9,697.
- After reviewing the applications, 4,994 met admission standards and were admitted.
- That fall 2,271 of those admitted students enrolled.

Brian Jones, Director of Admissions, said the competition for students today is intense and that requires a large pool of potential prospects. A prime name source are companies that offer standardized tests, such as ACT or PSAT. Other common sources for gathering names include college fairs, campus visits, high school visits, the website and community outreach events.

Recruitment has evolved into a science over time because of the shrinking number of potential students and modern marketing tools, Brian Jones said. Getting names into a CRM database allows them to better pinpoint communications to get a bigger return on investment. Prospects are assigned point totals for actions such as opting into text messages, visiting the campus, or clicking a link on the website. Those students are the ones who receive additional recruitment communications. Data is used collaboratively with the marketing department in search engine optimization and in targeting ads in Google, Facebook and Snapchat.

MSU, Mankato created a virtual tour in several languages which showcases the campus to potential students who are not able to visit it in person, Brian Jones said.

Finally, strong partnerships with Minnesota State’s two-year colleges are maintained since transfer students from community colleges comprise 40 percent of the university’s student population, Brian Jones said.

Recruiting challenges are many, David Jones said, including demographic changes, limited dollars for merit scholarships, increased competition, and fewer resources to continue past practices of high school visits across all districts.

Trustee Rodriguez asked if best practices in recruitment are shared among all Minnesota State schools. David Jones said he is a member of an enrollment “think tank” that meets to discuss strategies pertaining to recruitment practices, policies and strategies.

3. Engagement with Philanthropic Partners: Pine Technical and Community College and SPIRE Credit Union; Riverland Community College and the Hormel Foundation.

Presenters:

Noelle Hawton, Chief Marketing and Communications Officer
Adenuga Atewologun, President, Riverland Community College

Dani Heiny, Chief Diversity Officer, Riverland Community College
Gema Alvarado-Guerrero, Executive Director for the Parenting Resource Center
Joe Mulford, President, Pine Technical and Community College

Riverland Community College's mission and vision, finalized five years ago, drives everything they do at the college, President Atewologun said. The college inspires personal success through excellence in teaching, scholarship and service and strives to cultivate student growth through service, innovation and respect. The goal is for students to become successful in their personal lives and share that with their communities, he said.

The college, with campuses in Austin, Albert Lea and Owatonna, has 4,500 students. Six out of ten students are part-time, seven out of ten are Pell-Grant eligible, four out of ten are first-generation students and one out of four are students of color. To inspire personal success, Riverland formed strong community partnerships to provide students with the funding needed to remove the barriers and obstacles they would experience accessing higher education.

The college is seeing success with initial partnership initiatives. The college experienced an increase in enrollment of 9.7 percent since fiscal year 2016. This past summer enrollment was up by 17 percent, and the previous summer it increased by 30 percent, President Atewologun said.

Riverland's partnership with the Hormel Foundation was highlighted during the presentation. Since 2008, the Hormel Foundation has invested more than \$4 million in the college in the form of scholarships, equipment, software and program support.

Danielle Heiny, Riverland's Diversity Officer, gave an overview of three ways the Hormel Foundation has partnered with Riverland to help train the future workforce in their region

- The Be Your Best Summer Academy is a summer academic program that offers under-represented students college preparation courses in math and English, along with student support services. The Hormel Foundation's investment in the program, now in its 13th year, totals \$500,000. It has enrolled over 300 students with a 92 percent success rate. Of those students, 74 have matriculated to Riverland, either through PSEO or as an undergraduate enrollee.
- The Cycles for Success Scholarship program was started in 2010. It is aimed at the middle 50-percent of students from Austin and Pacelli high schools who are academically challenged and typically don't receive college scholarships. The Hormel Foundation has provided a \$2 million investment in

this program, which focuses on intrusive advising, support services and financial support to result in student success.

Gema Alvarado-Guerrero, Executive Director of non-profit Parenting Resource Center, Inc. is one of the Riverland Community College student success stories. She completed the Be Your Best Summer Academy in 2008. She said she left Riverland with a feeling of inclusion and ambition to further her education, adding it reinforced the value of higher education.

In 2010 she enrolled in Riverland with a Cycles for Success Scholarship, which allowed her to focus on school, rather than worry about financial barriers she was facing as a young mother. She graduated in 2013, later earning a bachelor's degree and now is working toward a master's degree in the human services and social work field.

Riverland was where she started her journey of personal success, Alvarado-Guerrero said. The college "walks their talk" when it comes to promoting educational equity, she added.

- Hormel Foundation Austin Assurance Scholarships began in 2019 and Heiny said the program promises to transform the college, as well as the community. Every high school graduate from Austin High School and Pacelli Catholic High School who enrolls in Riverland Community College will receive gap funding for full tuition support. "Gap funding" refers to unfunded tuition after grants and scholarships are applied.

Students can earn up to 65 credits and take up to 5 years to complete their degree. In addition, students are given \$1,000 for books and class materials or tools. Hormel also is paying for half the cost of an academic advisor position at the college and for a third of the cost of Customer Relationship Management software.

Alvarado-Guerrero added scholarship recipients are required to volunteer 12.5 hours a year in the community via a partnership with the United Way.

President Atewologun said they are projecting 150 students from Austin and Pacelli high schools will take advantage of the scholarship and enroll fulltime at Riverland. Hormel is budgeting \$600,000 for fiscal year 2020 and the escalating the projected amount to \$825,000 for fiscal year 2023.

Chair Erlandson said a scholarship program like this works to change the mindset for students and families who never considered college to be a viable option.

Pine Technical and Community College

The SPIRE Credit Union representatives were not able to attend the meeting.

Pine Technical and Community College President Joe Mulford said one of the greatest barriers for high school students is the belief that they are not “college material” or that they can’t afford to earn a degree. He said his college has worked to develop strategies to break those barriers.

Strategies have focused on scholarships related to workforce development since in addition to helping students, the effort will help provide the skilled workers needed for economic expansion in their rural region.

1) Workforce Development Scholarships

In the 2018-2019 academic year, nearly 400 Workforce Development Scholarships of \$2,500 were awarded to students entering Minnesota State colleges as part of a pilot program funded by a \$1 million appropriation from the Minnesota Legislature during the 2017 session. The scholarships were made available to new students entering associate degree, diploma, or certificate programs in high-demand sectors of Minnesota’s economy, including advanced manufacturing, agriculture, health care, and information technology.

Mulford said they took that money and worked to get matching contributions from local private businesses and community organizations so they were able to increase the scholarships to \$3,500. They targeted students in 14 area high schools, awarding one scholarship per school.

The legislation that came out of the 2019 legislative session substantially expands the \$1 million pilot program by making \$2 million available for FY2020 and a total of \$6 million for FY2021. With the additional funding, the number of available scholarships will increase to an estimated 668 in FY2020.

The legislation also expanded the program to include two additional programs of study: early childhood education and transportation.

It’s exciting that the program is being expanded, Mulford said, and with matching funds from businesses and organizations in their communities they will be able to provide students with resources they need to make a higher education degree a reality.

2) Kick Start Scholarship Program

This program was started with private foundation funds combined with a Minnesota Department of Employment and Economic Development Pathways-to-Prosperty grant in 2019. It offers a one-year tuition scholarship, plus a

\$1,000 stipend to any graduate eligible for free/reduced lunch during senior year at nine area high schools in the Pine City area.

Mulford said there has been incredible response to the program. Around 250 students are eligible, and they have 75 applications. This program is aimed at “high-risk” students – those who likely would not attend college without the scholarship. These are people who tend to stay in their local communities and with this help they will be able to gain viable skills that will result in a job with good wages.

3) Dennis Frandsen Scholarship Program

The Dennis Frandsen scholarship awarded any 2018 Rush City High School graduate attending Pine Technical and Community College two years free tuition, plus a \$1,000 stipend for to use for books, materials or tools needed for classes.

Mulford said Frandsen, a successful businessman from the area, was worried about student debt being incurred by young people. Impressed by Pine Technical and Community College and the technical skills young people could acquire there, he created the scholarship fund for any graduating student from Rush City. About half of the class’ graduates accepted the funding and enrolled. In 2020 the scholarships will be available to graduating students not only from Rush City, but also from Braham and Luck, Wisconsin high schools.

The benefits of the program are many, Mulford said. They’re finding students who have received the scholarships are volunteering in their communities, working part-time jobs and helping to support the vitality of the regional economy. It has helped Pine Technical and Community College as well, since enrollment is up 13 percent the last three years.

Board Chair Cowles said each community is different and the two presentations show it’s possible to build relationships and craft individual strategies to meet the needs of their region

Chair Erlandson said the presentations from Riverland Community College and Pine Technical and Community College are shining examples of how colleges can grow enrollment and help their local communities by developing impressive partnerships with local businesses, foundations and non-profits. Communities and students all benefit by the work they’ve exhibited, she said

The meeting adjourned at 4:52 pm
Margie Takash, Recorder

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

Name: Outreach and Engagement Committee

Date: Nov. 19, 2019

Title: Presentation by Minnesota Tribal College Presidents

Purpose (check one):

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

Brief Description:

The four presidents of Tribal Colleges in Minnesota will give an overview on the higher education opportunities offered at their respective schools:

- Fond du Lac Tribal and Community College: Founded in 1987, Fond du Lac Tribal and Community College in northeast Minnesota has the distinction of being the only college in the nation established as both a tribal college under federal law and a state-funded community college. Serving more American Indian students than any other college or university in the state, FdLTCC is committed to providing higher education opportunities in a welcoming, culturally diverse environment.
- Leech Lake Tribal College, Founded in 1990 to serve the Anishinaabe (Ojibwe) people of the Leech Lake Reservation, this college offers a postsecondary education grounded in the language, history and culture of the Anishinaabe.
- White Earth Tribal and Community College: This college, established in 1997 on the White Earth Reservation, is dedicated to educational excellence through provision of a culturally relevant curriculum in partnership with students, staff, community and industry.
- Red Lake Nation College: Chartered by the Red Lake Band of Chippewa in 2001, this college allows for a unique cultural exchange within the student learning environment supported by elder and community members who speak the Anishinaabe language and understand the rich history of the Red Lake Nation.

Scheduled Presenter(s):

Noelle Hawton, Chief Marketing and Communications Officer
Stephanie Hammitt, Interim President, Fond du Lac Tribal and Community College
Raymond Burns, President, Leech Lake Tribal College
Lorna LaGue, President, White Earth Tribal and Community College
Dan King, President, Red Lake Nation College

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM

Presentation by Minnesota Tribal College Presidents

BACKGROUND

The four presidents of Tribal Colleges in Minnesota will give an overview on the higher education opportunities offered at their respective schools.



MINNESOTA STATE

Finance Committee
November 19, 2019
11:00am
Bemidji State University
1500 Birchmont Drive NE
Bemidji, MN 56601

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 October 15, 2019** (pp. 1-5)
2. **Contracts Exceeding \$1 Million:** (pp. 6-11)
 - a. **Bookstore Lease, Bemidji State/Northwest Technical College**
 - b. **Food Service Agreement Extensions, Bemidji State University, Minnesota State University Mankato, Minnesota State University Moorhead and St. Cloud State University.**
 - c. **Lease Amendment, 1380 Energy Park, Metropolitan State University**
3. **Proposed Amendment to Board Policy 5.14: Contracts and Procurements (Second Reading)** (pp. 12-16)
4. **Supplemental Budget Request** (pp. 17-22)

Committee Members:

Roger Moe, Chair
April Nishimura, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Bob Hoffman
Jerry Janezich
George Soule

President Liaisons:

Joe Mulford
Scott Olson

Bolded items indicate action is required.



**Minnesota State Board of Trustees
Finance Committee Meeting Minutes
October 15, 2019
McCormick Room
30 7th Street East
St. Paul, MN**

Finance Committee members present: Roger Moe, Chair; April Nishimura, Vice Chair; Trustees: Bob Hoffman, Jerry Janezich, George Soule and Chancellor Devinder Malhotra. President Liaisons: Joe Mulford and Scott Olson.

Present by Telephone: Trustees: AbdulRahmane Abdul-Aziz and Dawn Erlandson.

Finance Committee members absent: Trustee Ashlyn Anderson

Other board members present: Board Chair Jay Cowles, Trustees: Alex Cirillo, Louise Sundin, and Cheryl Tefer.

Cabinet Members Present: Interim Vice Chancellor Bill Maki

Committee Chair Moe called the meeting to order at 9:20AM. Vice Chancellor Maki was joined at the table by Presidents Joe Mulford and Scott Olson.

1. Approval of the Finance Committee Meeting Minutes

Committee Chair Moe called for a motion to approve the Finance Committee Meeting Minutes from June 19, 2019. Trustee Janezich made the motion. Trustee Nishimura seconded. The minutes were approved as written.

Some brief updates were provided by Vice Chancellor Maki.

2. Contracts Exceeding \$1 Million:

Vice Chancellor Maki provided brief summaries of the contracts and leases before the committee:

Contracts Exceeding \$1 Million:

- a. Lease extension, Department of Employment & Economic Development (DEED), St Cloud Technical & Community College
- b. Verizon Lease, St. Cloud State University
- c. Local Area Network (LAN) Refresh, Rochester Community and Technical College

Committee Chair Moe called for questions on any of the items presented. There were none.

Committee Chair Moe asked for a motion to adopt the following:

RECOMMENDED MOTION:

- a. The Board authorizes the chancellor or the chancellor's designee authority to enter into a lease extension at St Cloud Technical & Community College for up to an additional five (5) years and receive rent in excess of \$1 million from the Department of Employment and Economic Development. The Board delegates to the chancellor or chancellor's designee authority to execute all necessary documents to accomplish this action.
- b. The Board authorizes the chancellor or the chancellor's designee authority to enter into leases with Verizon Wireless at St Cloud State University for up to ten (10) years and receive rent in excess of \$1.675 million from Verizon. The Board delegates to the chancellor or the chancellor's designee authority to execute all necessary documents to accomplish this action.
- c. The Board of Trustees authorizes the chancellor or his designee to execute a contract for a term not to exceed thirty-six (36) months and for an amount not to exceed \$1.5 million. The board directs the chancellor or his designee to execute all necessary documents.

Trustee Janezich made the motion and Trustee Hoffman seconded.

Committee Chair Moe called for a vote on the motion. The motion was adopted.

3. Contracts Exceeding \$1 Million: College Services and Library Renovation, Anoka Ramsey Community College, Coon Rapids

Vice Chancellor Maki reminded the committee of the details of the presentation given previously in the Facilities Committee.

Committee Chair Moe called for questions. There were none.

Committee Chair Moe asked for a motion to adopt the following:

RECOMMENDED MOTION:

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$5 million for purposes of construction of the College Services renovation and the library refurbishment at Anoka-Ramsey Community College, Coon Rapids campus.

Trustee Janezich made the motion and Trustee Nishimura seconded.

Committee Chair Moe called for a vote on the motion. The motion was adopted.

4. Proposed amendment to Policy 5.14 Contracts and Procurements – First Reading
Vice Chancellor Maki was joined at the table by Robert Harper.

Vice Chancellor Maki informed the board that the amendment to this policy is necessary because it helps formalize the commitment Minnesota State has made to procurement redesign. An update was provided to the committee during the May Finance Committee meeting.

Mr. Robert Harper provided a brief review of the facts provided at that meeting as well as further rationale for increased supplier diversity.

Trustee Sundin stated that we have been pledging to do this for at least a decade if not longer. How is this going to be better? Mr. Harper confirmed that the practice of supplier diversity dates back to the 1980s. Comparable campuses such as SUNY wrote their policy back in 1984. While we are little bit late to the practice, this will give us more ability to implement our own programs and process as it relates to those groups. Looking at the options we have around intentionality, it is a bit confusing with respect to what programs we can and can't implement. This policy will give us a bit more of our own guidance and our own path forward.

Trustee Sundin reminded the committee that there has been some legislation to support our doing this since the 80's and we keep pledging to do it. She stated that she was glad that Mr. Harper was on board and indicated that adopting this amendment to the policy may accelerate reporting and results.

Vice Chancellor Maki added that he hopes the differences is that we will be more transparent and holding ourselves more accountable by being part of the study and presenting the data in a very public fashion and investing in this area by bringing Mr. Harper on board to lead us. We have a handful of campuses that are ready to pilot this work and we are optimistic that that we will make some progress in this area.

Trustee Erlandson asked how difficult it is to become certified. Have we looked at Minnesota's or other state's requirements to become certified and is the process less burdensome or cumbersome? Mr. Harper responded that we have not forgone the requirement of being certified because it is an important aspect of allowing us to be certain that the businesses we place in those protected class groups are in fact 51% owned and operated by the person that they claim to be. We have become official members of the National Minority Supplier Development Council, the Women's Business Enterprise National Council, the St. Paul Cert Program and the State of Minnesota Department of Administration certification. By casting the net wider with the certifications that we do accept, we will have more capacity and more targeted businesses that we will be able to consider.

Trustee Sundin asked if we have people on staff internally to help targeted businesses with the certification process. Mr. Harper stated that we don't usually intervene in the certification process itself. We have strong partnerships with those organizations and that is their main business, to help with certifications, so we refer to those organizations.

Committee Chair Moe reminded everyone that this is a First Reading so there will be no action until this item returns at the November board meeting.

5. Supplemental Budget Request -- 2020-2021 Biennial Budget Status Review

Vice Chancellor Maki reviewed the key elements of budget status following the legislative session. He was joined at the table by Presidential Liaisons Joe Mulford, Pine Technical and Community College, and Scott Olson, Winona State University.

President Mulford provided some perspective from both the Leadership Council as a whole and the college presidents specifically. He stated that although some additional funds were received during the last legislative process, we are still not keeping up with inflation and this is a constant struggle. We continue to try to find more ways to solve that, that don't effect the teaching and learning and the student services that we provide. Overall, the system presidents support going forward and trying to find a way to get to the 50:50 split in the funding.

Trustee Abdul-Aziz asked President Mulford if there was currently a plan to support funding for the NextGen project at the colleges. Is there a plan in place at the system office to help universities with that? Is there a plan in place in case that doesn't happen or in case a university cannot divert funding to support the project? President Mulford responded that part of the funding could come from not filling open positions, or using operating expenses that were saved because they were not needed. There is no one specific way to address this nor would funds come out of one specific budget.

President Olson continued by comparing Winona State University's enrollment numbers for this year to budget numbers. Enrollment is down about 1% from the previous year and yet the budget is down 4%, reflecting the state's gap in terms of support for the system. As labor represents 80% of expenditures in a people-heavy operation, budget shortfalls could result in significant staff reductions. Fundraising is sometimes an option. Gifts to programs and undergraduate research are effective. New programs and delivery methods might be effective but are not as predictable in their success rate. Savings from staff retirements and layoffs are more concrete in their effect on budget resources. Program closures effect vitality of the labor force in the state. Equity 2030 brings its own requirements for staffing and in order to be effective.

Trustee Nishimura stated that we need to be clear about the costs of technology and technology solutions. She hopes that everyone will support this request when we go before the legislature.

Committee Chair Moe asked for additional questions or comments from any faculty organizations, unions, or student organizations who were all invited to the committee meeting to comment. There were no comments offered by any of these groups. Committee Chair Moe then stated that this discussion about the budget is in preparation and education for June 2020. There was rightful criticism last June that things came upon us too quickly after the legislative session. Request for information can be sent to Committee Chair Moe or VC Maki.

Chair Cowles offered a suggestion that the President's testimony today should be carried forward into our supplemental request. In particular it should be conveyed that there is a challenging enrollment environment combined with a steady cost increase environment. This would be best informed if we can also show a historical perspective to the financial challenges. Someone might say we are finally getting around to doing the hard work, when in fact this work has been going on for more than 10 years. It should be made clear that we are not at the beginning of making these hard choices but are actually deep into the process.

Trustee Hoffman added that he agreed with the chair but it goes deeper. The 2/3-1/3 days are gone according to legislators he speaks with. We are lower on the priority scale with the legislature. When legislators start describing the demands for state money, post-secondary education is not in the conversation. We can't tweak things anymore, we have to change the model. Our cost structure and our revenue structure has to change. We have to do something differently within five years to impact our financial sustainability, because we cannot tweak it enough to make it happen. We cannot balance this on the backs of the students. We somehow have to get serious and start changing the model.

Committee Chair Moe adjourned the meeting at 10:10am.

Respectfully submitted: Don Haney, Recorder

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

Name: Finance Committee

Date: November 19, 2019

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

- a. **Bookstore Lease, Bemidji State/Northwest Technical College**
- b. **Food Service Agreement extensions, Bemidji State University, Minnesota State University Mankato, Minnesota State University Moorhead, and St. Cloud State University.**
- c. **Lease Amendment, 1380 Energy Park, Metropolitan State University**

Purpose (check one):

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

Brief Description:

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. The actions requested in this report concern contracts with campus specific impact.

Scheduled Presenter(s): William Maki, Interim Vice Chancellor and Chief Financial Officer

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION

CONTRACTS IN EXCESS OF \$1 MILLION –

- a. BOOKSTORE LEASE, BEMIDJI STATE UNIVERSITY AND NORTHWEST TECHNICAL COLLEGE**
- b. FOOD SERVICE AGREEMENT EXTENSIONS, BEMIDJI STATE UNIVERSITY, MINNESOTA STATE UNIVERSITY MANKATO, MINNESOTA STATE UNIVERSITY MOORHEAD, AND ST. CLOUD STATE UNIVERSITY**
- c. LEASE AMENDMENT, 1380 ENERGY PARK, METROPOLITAN STATE UNIVERSITY**

a. BOOKSTORE LEASE, BEMIDJI STATE/NORTHWEST TECHNICAL COLLEGE

Bemidji State University and Northwest Technical College solicited for bookstore services in Fall 2015 and awarded a bookstore contract to Follett Higher Education Group. The parties entered into an income contract to place bookstores at Hobson Student Union at Bemidji State University and at the main building of the Northwest Technical College campus. The university and college provide space for the bookstores on their respective campuses at no cost and receive a percentage of sales on net revenues as compensation. The campuses have earned approximately \$500,000 since the January 2017 inception of this latest contract. The campuses also received a one-time payment of \$280,000 to improve the stores, a \$100,000 partnership bonus after signing the initial agreement, and may collect another \$100,000 if the contract is extended.

The initial term of the agreement began January 12, 2017 and is scheduled to expire June 30, 2021. The initial contract includes an extension provision for five (5) additional years upon written agreement between the parties prior to January 1, 2020. The additional contract term would take effect July 1, 2021 and expire June 30, 2026. The total compensation under this agreement for the full term (including the extension) is estimated to be between \$2.6-\$2.9 million.

b. FOOD SERVICE AGREEMENTS AT BEMIDJI STATE UNIVERSITY, MSU MOORHEAD, MSU, MANKATO AND ST. CLOUD STATE UNIVERSITY

BACKGROUND

In March 2016, the Board of Trustees authorized the chancellor or his designee to execute food service contracts at the six residential universities. Although each university had the discretion to select their own provider, the approved contracts maintain common start and end dates for an initial five (5) year term of July 1, 2016 to June 30, 2021. Each contract also contained an

option to extend for an additional five (5) year term (July 1, 2021 – June 30, 2026), which was subject to further Board approval.

Per the contracts, the universities are each obligated to provide notice to the individual vendors of a planned extension before January 1, 2020. In June 2018, Winona State University (Chartwells) and Southwest Minnesota State University (Chartwells) obtained Board approval to initiate an extension of their current contracts.

EXTENSION REQUESTS

The four residential universities (Bemidji State University, MSU Moorhead, MSU, Mankato and St. Cloud State University) have all opted to exercise their five (5) year extensions. Three different food service providers are involved:

Bemidji State University	Aramark
MSU Moorhead and MSU, Mankato	Sodexo
St Cloud State University	Chartwells

St. Cloud State University’s extension was effective July 1, 2019 and was executed prior to Board approval to address the enrollment decline impacting the food service revenue and cost structure. In exchange for the extension, the vendor agreed to pay a partnership bonus of \$300,000, but also received concessions from the university in the form of reduced royalty payments and restructuring the expense allocations between the vendor and university. The university intended to seek Board approval as soon as available, not wanting to risk disruption of fall term food service.

FINANCIAL SCOPE OF EXTENSION

The universities are mindful about balancing the cost to the student with providing a high level of service and high quality food offerings. Based on the most recent Board approval of room and board rates in June, an average meal rate package at our universities is \$3,000-\$3,200 per academic year, which often includes “flex” dollars that can be used at campus retail food service locations.

Costs to the University

All extension proposals will be structured around the major categories of service: the cost to the university for delivering contract dining (i.e. meal plans), retail (i.e. convenience stores, coffee and sub shops, etc.), catering (catered events of university users and outside entities coming to a campus), and concessions (i.e. athletic events, food trucks).

Contributions to the University

During the course of the extension term, the universities expect to receive guaranteed royalties from retail, catering and concession sales, cash donations to support student programs (such as food served during admission of new students, orientation week, and similar styled activities),

and capital investment to introduce new food concepts or update existing dining facilities. Enrollment plays a primary role in the amounts available as contributions to the university.

Impacts to Student

The universities are in various stages of discussions related to an extension term, and anticipate discussions to include:

- Extension or Cash Bonus. A one-time upfront cash bonus upon signature of an extension, which often is used to support student events with
- Capital Reinvestment. Reinvestment in the food service spaces on campus, which may include enhancing food service offerings (new concepts) and improving current dining facilities.
- Royalties Adjustment. The amount received by the university from retail, catering and concessions (the latter, only if applicable).
- Sliding Scale/Meal Plans. Costs to the university based on the number of subscribed meal plans (generally the more meal plans sold, the lower per meal cost).
- Food Service Rates. Rates charged students for meal plans, retail and catering.

c. LEASE AMENDMENT, 1380 ENERGY PARK, METROPOLITAN STATE UNIVERSITY

Metropolitan State University has leased space at 1380 Energy Park Drive, St. Paul since 2002, for classrooms and office space. The lease was most recently extended in 2013 and is scheduled to expire December 31, 2019. Over the years, the square footage has fluctuated in size, most recently to 15,909 sq. ft. and the university has paid approximately \$2.2 million in rent.

During the Board's April 2019 meeting, the university signaled its intent to reposition its Energy Park Drive lease locations, modifying its lease at 1450 Energy Park Drive, take steps to vacate approximately 7900 sq. ft., from 1380 Energy Park Drive, relocating some occupants to 1450 Energy Park Drive and the remainder to the main campus.

The university continues to occupy Suite 104, containing approximately 7,946 sq. ft. on the first floor of 1380 Energy Park Drive, which houses the Center for Online Learning, IT Center of Excellence, and the Institute for Professional Development. The university seeks to extend the lease for Suite 104 only for an additional four (4) months, January 1, 2020 – April 30, 2020, while the university negotiates with the landlord for a possible longer term extension of the lease or possible relocation if negotiations are unsuccessful. The extension is expected to be at the same rental rate as the current term rate.

When the lease was originally entered into and amended, different Board thresholds existed. Since the lease is already in excess of the \$1 million threshold, approval is sought to bring the lease into policy compliance and to allow the university to continue negotiations for the limited term extension.

The Finance Committee recommends the Board adopt the following motions:

RECOMMENDED COMMITTEE MOTION

- a. The Board of Trustees authorizes the chancellor or the chancellor's designee to extend a bookstore income contract for a term not to exceed five (5) years. The board directs the chancellor or his designee to execute all necessary documents
- b. The Board of Trustees authorizes the chancellor or the chancellor's designee to negotiate, execute and approve the five (5) year extension option for the contracts held by Bemidji State University, Minnesota State University Moorhead, Minnesota State University, Mankato and St. Cloud State University with their food service vendor, specifically approve St. Cloud State University's five (5) year extension signed July 1, 2019, report back to the Finance Committee the final results of the negotiations, and grant construction authority to upgrade university facilities using capital reinvestment dollars, provided vendors provide appropriate design and construction documentation that conforms to system and related universities' design and construction standards.
- c. The Board of Trustees authorizes the chancellor or the chancellor's designee to modify, amend and extend the lease at 1380 Energy Park Drive, Suite 104, St. Paul, which contains approximately 7,946 sq. ft., for a minimum of four (4) months, starting January 1, 2020.

RECOMMENDED BOARD MOTION

- a. The Board of Trustees authorizes the chancellor or the chancellor's designee to extend a bookstore income contract for a term not to exceed five (5) years. The board directs the chancellor or his designee to execute all necessary documents
- b. The Board of Trustees authorizes the chancellor or the chancellor's designee to negotiate, execute and approve the five (5) year extension option for the contracts held by Bemidji State University, Minnesota State University Moorhead, Minnesota State University, Mankato and St. Cloud State University with their food service vendor, specifically approve St. Cloud State University's five (5) year extension signed July 1, 2019, report back to the Finance Committee the final results of the negotiations, and grant construction authority to upgrade university facilities using capital reinvestment dollars, provided vendors provide appropriate design and construction documentation that conforms to system and related universities' design and construction standards.
- c. The Board of Trustees authorizes the chancellor or the chancellor's designee to modify, amend and extend the lease at 1380 Energy Park Drive, Suite 104, St. Paul, which contains approximately 7,946 sq. ft., for a minimum of four (4) months, starting January 1, 2020.

Date Presented to the Board: 11/19/19
Date Approved by the Board: 11/20/19

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

Name: Finance Committee

Date: November 19, 2019

Title: Proposed amendment to Policy 5.14 Contracts and Procurements – Second Reading

Purpose (check one):

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

Brief Description:

The policy was reviewed following the release of the 2017 Minnesota Joint Disparity Study in March 2018, which Minnesota State participated in. The study found that utilization of minority- and women-owned firms by Minnesota State procurement was at 7.46 percent, below the 19.85 percent that might be expected from the availability analysis. The policy was also due for review this year as part of the five year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Subpart H, Periodic Review.

The proposed amendment involves the addition of “Supplier Diversity” to the title, a new Part 2 “Policy Statement” about supplier diversity, and the reorganization and updating of the policy language to make it more accurate. It was reviewed by the Office of General Counsel, cabinet, sent out for formal consultation, and received support from the presidents and campus leadership groups. All comments received from the consultation were considered.

Scheduled Presenter(s):

William Maki, Interim Vice Chancellor for Finance and Chief Financial Officer

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION – SECOND READING

BOARD POLICY 5.14 CONTRACTS AND PROCUREMENT

BACKGROUND

Board Policy 5.14 Contracts and Procurements was adopted and implemented by the Board of Trustees in June 2000.

The review followed the release of the 2017 Minnesota Joint Disparity Study in March 2018, which Minnesota State participated in. The study found that utilization of minority- and women-owned firms by Minnesota State procurement was at 7.46 percent, below the 19.85 percent that might be expected from the availability analysis. The policy was also due for review this year as part of the five year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Subpart H, Periodic Review.

The proposed amendment involves the addition of “Supplier Diversity” to the title, a new Part 2 “Policy Statement” about supplier diversity, and the reorganization and updating of the policy language to make it more accurate. It was reviewed by the Office of General Counsel, cabinet, sent out for formal consultation, and received support from the presidents and campus leadership groups. All comments received from the consultation were considered.

The Finance Committee recommends the Board adopt the following motion:

RECOMMENDED COMMITTEE MOTION

The Board of Trustees adopt the proposed amendment to Board Policy 5.14 Contracts and Procurement.

RECOMMENDED BOARD MOTION

The Board of Trustees adopts the proposed amendment to Board Policy 5.14 Contracts and Procurement.

Date Presented to the Board of Trustees: 11/19/19

Date of Implementation: 11/20/19

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD POLICY – SECOND READING		
Chapter 5	Chapter Name	Administration
Section 14	Policy Name	Contracts and Procurement

1 **Board Policy 5.14 Contracts, Procurements, and Supplier Diversity**

Deleted: and

2
3 **Part 1. Authority**

4 Pursuant to Minn. Stat. §136F.581, the board has authority for contracts and purchases
5 consistent with Minn. Stat. §471.345, the Uniform Municipal Contracting Law, and other
6 pertinent statutes, as well as the authority to utilize any contracting options available to the
7 commissioner of administration under Minn. Stat. Chapters 16A, 16B, and 16C.

8
9 **Part 2. Policy Statement**

10 Minnesota State serves as a good steward of tuition funds, state appropriations, and other
11 resources entrusted to it by Minnesotans and the students we serve. In that pursuit, system
12 contracting and procurement practices and processes shall be transparent and fair, consistent
13 with the authorities afforded in state statute.

14
15 Minnesota State is committed to creating and maintaining a supply chain that resembles the
16 diversity of the students and communities it serves. The Board supports the use of its purchasing
17 power to enhance and optimize business and contracting opportunities for historically
18 underutilized businesses. For the purposes of this policy, Targeted Businesses (TGBs) are defined
19 as Minority-owned (MBE) and Women-owned businesses (WBE) pursuant to Minn. Stat. 16C.16
20 Subd. 5.

21
22 **Part 3. Responsibilities**

23 The colleges, universities, and system office are responsible for procurement of necessary goods
24 and services and the implementation of contracts that maximize the use of financial resources.
25 The Minnesota State procedures for procurement and contracts shall be consistent with Minn.
26 Stat. §471.345, the Uniform Municipal Contracting Law, as applicable, and in compliance with
27 other pertinent state and federal laws. The procedures shall provide detailed instructions for
28 campus and system implementation.

29
30 **Part 4. Accountability/Reporting**

31
32 **Subpart A. Compliance**

34 College and university presidents will be held accountable by the chancellor for complying
35 with state and federal laws, board policy, and system-wide procedures for all purchases and
36 contracts.

37
38 **Subpart B. Contract form approval**

39 Any contracts or other legally binding agreements, including grant agreements, or
40 memorandums of understanding/agreement that create legally binding obligations and
41 responsibilities, that do not adhere to system approved contract templates must be
42 approved in advance by the Office of General Counsel or Attorney General's Office.

43
44 **Subpart C. Board approval required**

- 45 1. Any procurement, lease agreement, or professional/technical/consulting service
46 contract with a value in excess of \$1,000,000 or contract amendment that would
47 increase the total value of a contract to more than \$1,000,000 must be approved in
48 advance by the board.
- 49 2. The following contracts and agreements must be approved in advance by the board
50 if the total value of the initial contract/agreement and/or subsequent amendments
51 exceeds \$3,000,000:
- 52 a. Inter-agency agreements;
 - 53 b. Joint powers agreements;
 - 54 c. System master contracts if the total purchases made for goods or services under
55 the master contract are expected to exceed \$3,000,000; individual purchase
56 orders made under a system master contract approved by the board are not
57 subject to separate Board approval;
 - 58 d. Grant agreements other than federal grants or grants from Minnesota state
59 agencies.
- 60 3. Joint powers agreements that create a joint powers board, regardless of the dollar
61 value, must be approved in advance by the Board.

62
63 **Subpart D. Five Year Limit**

64 Contracts, including real property leases, must not exceed five years, including renewals,
65 unless a longer period is otherwise provided for by law, or approved by the board for
66 contracts subject to approval under Subpart C, or by the chancellor or the chancellor's
67 designee.

68
69 **Subpart E. Exemptions**

70 The following contracts are not subject to the approval process under Subpart C:

- 71 1. Design and construction contracts associated with projects approved by the Board as
72 part of a capital bonding request or revenue bond sale.
- 73 2. Purchase orders made under a master contract of the Minnesota Department of
74 Administration or MnIT.
- 75 3. Federal grants and grants from Minnesota state agencies.

76 4. On-going Utility Contracts for colleges and universities where the area provider is the
77 only feasible source of services such as electricity, gas, and other energy sources
78 (steam, propane, or fuel oil).
79

80 **Subpart F. Reports**

81 Semiannual reports on all contracts with values greater than \$1,000,000, except those listed in
82 Subpart E, must be provided to the board's finance committee and available on the system's
83 website.
84

Related Documents

To view any of the following related 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.

- Minnesota State Statutes 136F.581 and 471.345
-

Date of Adoption: xx/xx/xx

Date of Implementation: xx/xx/xx

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

Name: Finance Committee

Date: November 19, 2019

Title: FY2021 Supplemental Budget Request

Purpose (check one):

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

Brief Description:

Since FY2020 budgets were approved, actual revenues and costs have begun to replace assumptions, presenting new challenges. Two of the most significant challenges to campus budgets at this point are enrollment declines greater than projected and compensation costs greater than projected. The FY2021 supplemental budget request strengthens the state's commitment to access and affordability, invests in critical technology infrastructure, and supports student success.

Scheduled Presenter:

William Maki, Interim Vice Chancellor and Chief Financial Officer

**MINNESOTA STATE
BOARD OF TRUSTEES**

ACTION ITEM

FY2021 SUPPLEMENTAL BUDGET REQUEST

BACKGROUND

As part of the State's 2020-2021 Biennial Budget planning, the Board of Trustees proposed an increase in State funding for the Minnesota State system of \$246 million. This operating request focused on serving our current and future students; protecting our commitment to affordability; and building capacity for innovation.

The largest part of this request, \$149 million, was to cover the 3% annual increase the system has historically experienced in expenditures for base operations. Also included was an additional \$20 million to address the structural gap brought forward by our colleges and universities from the 2018-2019 biennial budget. This request would have provided enough funding in-lieu of tuition increases so that the split between State appropriation and tuition would have shifted from 49% appropriation - 51% tuition in FY2019 to 54% appropriation - 46% tuition by FY2021. This would have made progress toward the funding goal set in Minnesota Statute (Section 135A.01) of 67% appropriation - 33% tuition, and would have directly saved students an estimated \$68 million in potential tuition increases if those had also occurred at a 3% rate of increase.

The second largest part of the request would have provided \$37 million to develop the Next Gen enterprise data system, saving colleges and universities from having to strain their base operating budgets beyond the historical 3% rate of growth by having to include this funding.

A request of \$25 million was included to go to students to help them complete degrees through the College Promise and University Transfer scholarship programs. And a request for \$15 million was included to fund career, technical and professional programs to fill key gaps in job areas in high-demand by Minnesota businesses.

2019 LEGISLATIVE SESSION RESULTS AND FY2020 OPERATING BUDGETS

Appropriations enacted by the legislature and Governor totaled \$81.5 million or 33% of our request. This funding level brought the estimated appropriation-tuition relationship to roughly 50-50 and caused colleges and universities to incorporate 3% tuition growth into their own operating budget requests for FY2020.

<i>\$s in millions</i>	Board Request	State Appropriation			Gap for Biennium
Item		FY2020	FY2021	Biennium	
Campus Support	149.0	30.8	33.7	64.5	(84.5)
ISRS Next Gen	37.0	4.0	4.0	8.0	(29.0)
Workforce	15.0	2.0	6.0	8.0	(7.0)
Other*	45.0	0.5	0.5	1.0	(44.0)
Total "New" State Support	246.0	37.3	44.2	81.5	(164.5)

**grants, structural support requested; z-degree, mental health, leveraged equipment funded*

While the Board-proposed scholarship programs were not funded, provisions of the State Grant program were adjusted to provide additional grants to Minnesota State students. Based on changes to State and Federal grant programs, it has been estimated that several groups of students will pay less tuition in FY2020, even with a 3% increase in base tuition rates.

In addition, students benefitted from an increased investment from the state in workforce development scholarships. The legislation that came out of the 2019 legislative session substantially expands the \$1 million pilot program by making \$2 million available for FY2020 and a total of \$6 million for FY2021. With the additional funding, the number of available scholarships will increase to an estimated 668 in FY2020. The scholarships are for students pursuing careers within advanced manufacturing, agriculture, health care services, information technology, early childhood education, and transportation at any of the 30 state colleges of Minnesota State.

For FY2020, the Board of Trustees approved college and university budget requests that all included 3% tuition increases. Because the Next Gen request was not fully-funded, a total of \$12.5 million for that project has been assessed to the college, university and System Office budgets for FY2020. Reprogramming and use of fund balance have been incorporated into FY2020 budgets to cover this assessment.

FY2021 OPERATING BUDGET OUTLOOK

Minnesota State colleges and universities' operating budgets face the following revised picture for the biennium.

Since FY2020 budgets were approved, actual revenues and costs have begun to replace assumptions, presenting new challenges. Two of the most significant challenges to campus budgets at this point are enrollment declines greater than projected and compensation costs greater than projected.

For an individual college or university, declining enrollment greater than projected means lower revenues. Since state appropriation requests are driven by long-term historical increases in the costs of running the system, they are not adjusted for current losses or gains in enrollment and

tuition revenues. These fluctuations must be mitigated at the campus level. To mitigate the risk, colleges and universities undertake recruitment and retention strategies, carefully monitor enrollment activity, and prepare contingency plans in case enrollment projections are not met. Not having the ability to adjust tuition rates can remove a valuable tool for colleges and universities to work with in their mitigation planning process.

Year to date enrollment (summer and fall terms, excluding concurrent enrollment) is more than two percentage points below the annual change that was projected by fourteen colleges and two universities. This is one measure that is used per System Policy to require updates of budgets in the coming months. Seven of the fourteen colleges identified are five or more percentage points below where they expected to be. Last year at this time, ten colleges and three universities triggered this measure, with four of the ten colleges at or more than five percent points below where they expected to be.

For compensation increases, college and university budgets assumed a three percent increase in total employee compensation (i.e., salary enhancements, steps, promotions, insurance, retirement, and other benefits). While negotiations or approvals on the collective bargaining agreements managed by Minnesota State have not yet concluded for the biennium, agreements managed by Minnesota Management and Budget included increases in total compensation that are larger than three percent.

These amounts are for FY2021 assuming tuition remains at FY2020 levels:

	<i>\$millions</i>
Inflation/Campus Support Request	149.0
Estimated tuition revenue from 3% increase in FY2020	44.8
Appropriation received	64.5
Unfunded Inflation/Campus Support	39.7
NextGen Request (annual)	18.5
Appropriation received	4.0
Unfunded NextGen	14.5
Total Unfunded	54.2

A base appropriation increase of \$39.7 million would close the funding gap for the biennium by \$16.5 million and save students an estimated \$23.2 million by freezing FY2021 undergraduate tuition rates versus increasing rates by 3% for the second consecutive year. The planning parameters for general fund operating revenue for this biennium approved by the board in the fall of 2018 indicated the role of a three percent annual increases in our revenue outlook. A base appropriation increase of \$14.5 million per year for Next Gen would remove the cost of developing this system from campus budgets permanently, freeing up operating funds for other priorities at colleges and universities.

In developing the proposal, both statewide student associations, all statewide bargaining units, the Leadership Council, and the Board of Trustees were invited to provide input and guidance. The input and guidance of these groups have been incorporated into the supplemental operating budget proposal.

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

RECOMMENDED COMMITTEE MOTION

The FY2021 supplemental budget request strengthens the state’s commitment to access and affordability, invests in critical technology infrastructure, and supports student success. The Board of Trustees approves the request of \$54.2 million in base funding to support ISRS Next Gen and to support campuses by reducing a portion of the structural funding gap and keeping tuition affordable.

ISRS Next Gen will equip students with state-of-the-art tools to empower them to optimize the plan to studies while enhancing efficiency, effectiveness, and affordability. The implementation of this project will begin in the summer of 2020 and additional state funding will ensure students have access to the digital tools that drive their success. In addition, it directly reduces the contributions that colleges and universities will need to make from their operating budgets—which would negatively impact student access to student success resources.

The campus support request provides critical operating funds to every college and university and if fully funded would allow the board to hold undergraduate tuition rates at current levels. The board, after consultation with Minnesota State constituents, will make final budget decisions, including tuition rates, at the conclusion of the legislation session.

RECOMMENDED BOARD OF TRUSTEES MOTION

The FY2021 supplemental budget request strengthens the state’s commitment to access and affordability, invests in critical technology infrastructure, and supports student success. The Board of Trustees approves the request of \$54.2 million in base funding to support ISRS Next Gen and to support campuses by reducing a portion of the structural funding gap and keeping tuition affordable.

ISRS Next Gen will equip students with state-of-the-art tools to empower them to optimize the plan to studies while enhancing efficiency, effectiveness, and affordability. The implementation of this project will begin in the summer of 2020 and additional state funding will ensure students have access to the digital tools that drive their success. In addition, it directly reduces the contributions that colleges and universities will need to make from their operating budgets—which would negatively impact student access to student success resources.

The campus support request provides critical operating funds to every college and university and if fully funded would allow the board to hold undergraduate tuition rates at current levels. The board, after consultation with Minnesota State constituents, will make final budget decisions, including tuition rates, at the conclusion of the legislation session.

Date Presented to the Board: 11/19/19
Date Approved by the Board: 11/20/19



MINNESOTA STATE

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

NOVEMBER 19, 2019

1:00 PM

**CRYING WOLF ROOM
BEMIDJI STATE UNIVERSITY
HOBSON MEMORIAL UNION**

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, Alex Cirillo, Chair

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

- 1. Minutes of May 22, 2019 (pp. 1-8)**
- 2. Minutes of June 18, 2019 (pp. 9-11)**
- 3. Minutes of October 15, 2019 (pp 12-18)**
- 4. Approval of Mission Statement: Ridgewater College (pp 19-24)**
- 5. Approval of Mission Statement: South Central College (pp 25-29)**
6. Proposed Amendment to Policy 3.27 Copyrights (First Reading) (pp 30-33)
7. Proposed New Policy 3.43 Accreditation (First Reading) (pp.34-37)
8. Proposed Amendment to Board Policy 1A.1 Minnesota State Colleges and Universities (First Reading) (pp 38-45)
9. Innovation within Minnesota State (pp 46-62)

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Alex Cirillo, Chair

Cheryl Tefer, Vice Chair

Ashlyn Anderson

Dawn Erlandson

Jerry Janezich

Rudy Rodriguez

Samson Williams

Presidents Liaisons

Michael Berndt

Robbyn Wacker

Bolded items indicate action required.



**Minnesota State Board of Trustees
Academic and Student Affairs Committee
May 22, 2019
McCormick Room, 30 7th Street East
St. Paul, MN**

Academic and Student Affairs Committee members present: Alex Cirillo, Chair; Cheryl Tefer, Vice Chair; Ashlyn Anderson; Jerry Janezich; Louise Sundin

Remote: Samson Williams

Academic and Student Affairs Committee members absent: Rudy Rodriguez; Dawn Erlandson

Other board members present: Jay Cowles; Bob Hoffman; Chancellor Devinder Malhotra

Committee Chair Cirillo called the meeting to order at 10:19 AM.

1. Minutes of March 19, 2019

Chair Cirillo called for a motion to approve the Academic and Student Affairs Committee Meeting Minutes. The minutes were approved as written.

2. Minutes of Joint Meeting of Academic and Student Affairs and Finance Committees of April 17, 2019

Chair Cirillo called for a motion to approve the Joint Academic and Student Affairs and Finance Committees Meeting Minutes. The minutes were approved as written.

3. Proposed Amendments to Policies (Second Readings)

- a. **3.18 Honorary Degrees**
- b. **3.31 Graduate Follow-up System**
- c. **3.40 Recognition of Veteran Status**

There have been no proposed changes from the First Reading.

Motion to accept all three as presented. Motion passed.

4. Proposed Amendment to Policies (First Reading)

- a. **2.3 Student Involvement in Decision-Making** - *some reorganization to align it with our standards, no substantive change to policy itself*
- b. **3.8 Student Complaints and Grievances** - *some reorganization to align it with our standards, section added that outlines the appeals process for a student who wishes to appeal to the Chancellor. The Chancellor's decision is final.*
- c. **3.36 Academic Programs** – *updated language, added some technical changes due to formatting standards.*

No discussion.

5. Student Experience and Engagement through the Lens of Strategic Enrollment Management - Presenters:

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

Brent Glass, Associate Vice Chancellor for Student Affairs

Glenn Davis, Interim Dean of University College, St. Cloud State University

Merrill Irving, President, Hennepin Technical College (HTC)

Jessica Lauritsen, Interim Associate Vice-Provost of Enrollment and Student Affairs, HTC

SVC Anderson: When we developed our framework on Student Experience and Engagement our conversations were around what we think about the experience our students have from the point that they first engage with our institutions through their time completing a credential and as alumni and hopefully coming back for additional credentials. How we re-envision that experience and enhance it for students to not only make it more successful but to help us effectively manage enrollment on our campuses. Today we are specifically talking about Strategic Enrollment Management but I want you to think about this whole area around student experience.

AVC Glass: Strategic Enrollment Management is a maturing function within today's colleges and universities. We are seeking your feedback on some strategic questions as we move our work forward. Too often when the term Strategic Enrollment Management is used people think of only the admissions funnel – that is only one component. I do want to let you know we will have a presentation before the Outreach and Engagement Committee about recruitment at the June Board of Trustees meeting that will focus on the student experience going through the recruitment process.

The definition of Strategic Enrollment Management we are sharing with you today is from **David Kalsbeek**, the *Senior Vice-President of Enrollment Management and Marketing at DePaul University*. *Kalsbeek defines Strategic Enrollment Management as a comprehensive approach to integrating all the institutions' programs, practices, policies, and planning related to achieving optimal recruitment, retention and graduation of students.* We are working from this definition as it addresses not only recruitment and retention but also focuses on graduation of our students.

Bob Botrager and Tom Green from the *American Association of College Registrars and Admissions Officers* advanced a set of frameworks to align the strategic enrollment management planning process. The first framework addresses the planning process and identifies the primary phases of strategic enrollment management planning and execution. Identifying metrics that will be used to measure the success of the plan is the next step in developing the successful plan. Key enrollment indicators include a variety of attributes:

- Student attributes include academic preparedness, race, ethnicity, family income, geographic origin, academic program interest, degree type, age, and whether they are a first year or transfer student.

- Institutional attributes include program capacity, facility capacity, delivery methods.
- External factors are changing demographics, economic trends, workforce needs, and mandates from Federal and State governing boards or accreditation entities.
- Other key indicators include recruitment yield rates, retention rates, and outcomes from specific recruitment and retention initiatives.

The data collection and analysis phase involves establishing internal benchmarks based on the college or university's performance over the past 3-5 years on key enrollment indicators. An institutional research and evaluation plan should also be developed during this phase. Once key enrollment indicators have been defined, it is critical the institution develop explicit strategic enrollment management goals. These goals must be reflective of the institution's mission and strategic priorities and informed by the campus' baseline measures and the environmental scan. It is important that the institution review its human, financial, and physical resources and determine where changes are needed and capacity grown and developed. Spreading resources too thin diminishes the impact of the plan. The institution must build an organizational framework that supports its enrollment management efforts that facilitates timely and data informed decision making.

With all the phases completed, the college or university is well positioned to develop and implement targeted enrollment strategies focused on:

- increasing the recruitment and retention of varied student populations,
- targeting scholarships and financial aid programs to achieve enrollment goals,
- developing additional academic programs to meet the region's economic and workforce needs,
- and utilizing emerging technologies to promote student engagement and success.

The ultimate goal of Strategic Enrollment Management is the achievement of sustainable enrollment, retention and completion outcomes.

Glenn Davis: At Saint Cloud State we launched an initiative surrounding the student's sense of belonging on campus. We believed it was important to identify the root causes of students' lack of success before just implementing new initiatives. I want to read the definition that was central to us coalescing around this idea. This comes from **Terrell Strayhorn**, formerly from the Ohio State University and who now runs a non-profit supporting in particular underrepresented students in higher education:

In terms of college, sense of belonging refers to students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by or important to the group or others on campus. It's a cognitive evaluation that typically leads to an effective response or behavior.

Student sense of belonging isn't just about how they feel, it actively has an impact on what they do. We wanted to see if it had an impact on their ability to return semester after semester.

We had some large historical data sets on our students and the main dataset was a 250 question survey. We identified about 30 factors within that larger survey that had to do with belonging. We found there was a positive correlation between students' responses to those belonging questions and their retention.

We also found that while academic performance was an important indicator, that correlation was independent to how the students responded to the belonging questions. That gave us two factors that provided a more complex picture of whether students were more likely to retain or not. What this told us was we needed to look beyond academics to the psycho social factors like belonging to predict which students were going to potentially struggle and which ones we were going to retain.

This rendered visible to us as an institution a population of at-risk students who were formerly invisible. Faculty could tell you the students they were concerned about but we had no way of aggregating that at an institutional level.

Trustee Tefer: The dataset you used for "belongingness" – you used a State University for the subjects. My question is about generalizing that to the college students, the feeling of belonging might be different if you reside on the campus, live in a dorm, and are younger in age. Would we be asking a different set of questions to our colleges?

Glenn Davis: That is exactly correct. And even within universities we are differentiating questions with residential status, post traditional status, veteran status, and first-gen status so we are working St Cloud Technical and Community College in developing a version of this survey and we work with a number of campuses across the country as well. This will not work as a homogenous survey.

Trustee Hoffman: What has specifically changed in the campus environment at St Cloud State University?

Glenn Davis: We developed a shorter survey using the 10 most salient questions associated with student belonging. We rolled it out as our 2017 cohort of entering students and we provided that survey to students in weeks 5 and 6 of their first semester. This year we launched a pilot of outreach where we partnered with folks from across the campus as a way of identifying students who we believe we can have an impact on in real time.

Trustee Hoffman: With measurable results?

Glenn Davis: We are measuring results right now so we are going to be looking at the fall 2019 to be able to have some data on that.

Chair Cirillo: How do you incent 80% of students to fill out a 200 plus question survey?

Glenn Davis: Pizza and t-shirts. We have now developed a shorter version of the survey they can take on their phone. In the last two years we have about a 50-52% response rate. It is still good but we wanted to get back to the 80%. We are partnering with faculty across the campus to ask them for 5 to 10 minutes in their classes, especially where there are high numbers of first year students. We have taken a campus-wide effort to communicate the importance of belonging - which it is not just about being nicer to students but actually has a direct impact on their ability to persist through challenges that they face. Faculty are starting to see themselves as critical players.

We engaged students when we were developing the outreach protocols, we went to students first. They agreed unanimously that belonging both in and out of the classroom was very important to their own sense of community on campus. We had a workshop on campus for faculty to give them some of the feedback we had received and asked them how they could help improve students' sense of belonging in the classroom. What emerged from that is a toolkit for new and returning faculty that includes a small set of high impact initiatives that they can do early on in the semester. One example is having faculty share their own stories of transitioning into higher education either as a traditional student or non-traditional. The other example is letting students know about finding community in the classroom – a study group – and then facilitating the creation of those groups.

Chair Cirillo: How big is your Institutional Research group?

Glenn Davis: We have three full time staff members and one half-time re-assigned faculty member.

President Irving: At HTC there were three things we wanted to focus on. One was new student enrollment, second was the persistence and completion of the students, and third was to capitalize off our industry partners and the growth we have within the workforce. When I first arrived at HTC, scholarships were only offered to current students. Now scholarships are used as recruiting tools, for women, minorities, non-traditional fields. We needed leadership with a specific background in what we are trying to do so starting this new academic year we recruited and hired an African American female, Dr. Amanda Turner, who will be the new Vice Provost of Enrollment Management which is new for the college. So the structural definition of how we are going to be is what we challenged ourselves to do.

Jessica Lauritsen: One of the first structural changes we are making is to develop HTC One Stop. Currently prospective and current students need to go to one space for one thing, you then move to another space for another thing which is a typical experience at most colleges and universities. We want to remove the barriers for our students and give them a seamless place where they can get help. So we are developing the One Stop where the students will be able to meet with a person who can help them with whatever their questions are. That will then also change the workflow for advising. Our advisors right now are very transactional in their work instead of doing retention work and reaching out to students. Relieving them of some of those transactional duties and allowing them to do some of the intentional retention work we have

been missing will make a huge impact for us. We are in the midst of rolling out the One Stop. We are hiring a Director position and will then be able to give our students the same quality experience either on the phone through our call center, in person at the One Stop, or through our new on-line chat feature so we can meet our students where they are at.

Another structural change we have made around increasing enrollment is through our high school partnerships. This fall we invested in a full time position – Director of Partnerships and College Pathways. This person’s role is to connect and build stronger partnerships with our high school districts to see how we are focusing on concurrent enrollment. In addition we are looking at our PSEO work and relationships and our early middle college programs (alternative high school students). We provide a resource specialist and she works closely with each student to identify a pathway to the college so not only are they just taking classes here and there, they are really on a pathway. This year we added three more early middle college programs and next year we will add two more.

The second pillar of our Strategic Enrollment Management plan is increasing persistence and completion of our students. Three years ago we received a Great Lakes grant to create a career experience opportunity for students which means paid work experience in their field of study because we know our students can’t afford to do free internships. Seventy percent of our students work thirty or more hours a week while attending school and about a third of them work two or more jobs. We built this career experience program and added a coordinator and this year we have added a scholarship internship program where we are partnering with industry where they provide students with a job that includes a \$2,000 scholarship for school. We have seven corporate partners working with our students and next year we will add three more. Every student who has participated has found great value.

Something we are studying now is why our students leave. We are trying to not just focus on the barriers our students face and why they leave but what are the assets they hold so we can look at them from a positive perspective to be able to share the things that work and why they stay.

Around capitalizing on industry growth and maximizing our program opportunity:

- We developed a Charter with Robbinsdale area schools and have tied scholarship dollars and initiatives to this work already.
- We have been very intentional with general education to meet the needs of our working adults and of the older adult students. We increased our evening section offerings by 12%, online sections by 13%, Friday and Saturday classes by 11%, and late semester start by 30% so we could create more entry points into our general education programs and help them complete college.
- Lastly we have focused on improving pedagogy. One of the things we developed this year is an HTC online program which is really a series of trainings for anyone who teaches online to be more strategic and to be a better teacher in an online environment. Fifty percent of our general education faculty who teach online have completed that and we continue to grow across our campus.

Trustee Hoffman: When will you start to see measurable results?

Jessica Lauritsen: We are already seeing a small sampling because we are up for the summer for both headcount and FYE's. We hope to see continued enrollment growth over the next couple of years.

Trustee Hoffman: Specific retention numbers?

President Irving: The demographics are changing and how we address that is something we will keep our eye on.

Trustee Hoffman: I would like to see the results one year from now.

President Irving: We can do that.

Trustee Cowles: As a college, what is your reaction to where you sit today in developing towards the idealized structure or whether there is a point where you actually see your sweet spot being somewhat short of the full framework mentioned by Brent Glass, based on resources or your particular circumstances?

President Irving: Initiatives are great but they are only great when you have buy-in and they are greater when you have champions to make it work. I think the chemistry of the buy-in and the champions at the college have given us the fuel needed. If we were going to take the same framework larger we would have to find the buy-in and the champions and make sure we are willing to address the things that need to be addressed. Having the right players in the room who are committed to change is the recipe that has to be in place in order for it to be sustainable.

Trustee Cowles: That sounds like a realistic response but I'm sure as you become more successful with the program, that will also encourage more champions and buy-in, but in an ideal world would you be pursuing this stem steering council kind of a framework, does that seem to fit in an idealized way with where you would like to go in the next few years?

President Irving: Yes, I think that everything we have talked about can be done at any college as long as we have the right recipe.

Chair Cirillo: How big is your Institutional Research department?

President Irving: We have three full time and one vacant position.

Chair Cirillo: Are you getting the data you need?

President Irving: Yes

Trustee Sundin: I am assuming this has required some re-direction of funds? I am particularly interested in the scholarships.

SVC Anderson: I want to summarize. As you can hear when we think about enrollment management and how our campuses approach this, this is really about integrating work and about functioning differently. When we look at how we are structured organizationally here in the System Office as well as campuses we have our traditional divisions but this work requires us to work across those columns and really intersect.

The other piece we heard quite clearly was when we think about enrollment management it is not a new field but it is an emerging field and the skill sets that are needed on our campuses are different than most of us who grew up in the traditional Academic Affairs or Student Affairs realm were schooled in, so as our campuses look at how they re-envision and re-imagine their work, a key piece is identifying what capacity do we need, what are the skill sets we have, how do we support that work and how do we bring in those skills. We need to look at how the System Office can support the work being done locally on the campuses. We don't expect that all the campuses will have the same organizational structure.

The campus climate and cultures, and equity work all link to the academic work we are doing on pathways, it links to how we engage our outside partners so it cuts and links to everything.

The meeting adjourned at 11:32 AM.

Meeting minutes prepared by Kathy Pilugin 6/12/2019

**Minnesota State Board of Trustees
Academic and Student Affairs Committee
June 19, 2019
McCormick Room, 30 7th Street East
St. Paul, MN**

Academic and Student Affairs Committee members present: Alex Cirillo, Chair; Cheryl Tefer, Vice Chair; Ashlyn Anderson; Jerry Janezich; Louise Sundin, Rudy Rodriguez; Dawn Erlandson

Remote: Samson Williams

Academic and Student Affairs Committee members absent: none

Other board members present: Jay Cowles; Bob Hoffman; AbdulRahmane Abdul-Aziz, Chancellor Devinder Malhotra

Committee Chair Cirillo called the meeting to order at 4:55 PM.

1. Minutes of May 22, 2019

Chair Cirillo called for a motion to approve the Academic and Student Affairs Committee Meeting Minutes. *The minutes were approved as written.*

2. Proposed Amendments to Board Policies (Second Readings)

a. **2.3 Student Involvement in Decision-Making**

b. **3.36 Academic Programs**

c. **3.8: Students Complaints & Grievances**

MOTION: Move to accept all three proposed amendments to Board Polices.

***The motion carries.**

3. Approval of Mission Statement: Northwest Technical College

Presenters:

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

Faith Hensrud, President, Bemidji State University/Northwest Technical College

MOTION: *Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission of Northwest Technical College.*

***The motion carries.**

4. Guided Learning Pathways – Part II: Transfer Pathways and Credit for Prior Learning
Due to limited time, the Transfer Pathways portion was moved to a later date

Credit for Prior Learning

Presenters:

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

Mary Rothchild, Senior System Director for Workforce Development

Marsha Danielson, Vice President of Economic Development, South Central College

Marsha Anderson, C-PLAN Interim Director, Metropolitan State University

Mary Rothchild: We want to think about the role of our colleges and faculty and how they play into this effort to move forward with Credit for Prior Learning. We are going to focus, not on prior credit coming out of high school, but on work/life experiences and more non-traditional credits.

Marsha Danielson: A 2010 study called “Fueling the Race” done by Kline Collins looked at 48,000 plus students showed that Credit for Prior Learning (CPL) does attract new adult students and that is important to us in Minnesota because of the demographic shift. It also reduces student debt. If students receive credit for prior learning they graduate 2-10 months faster and save money. It promotes retention – they register for 10 or more credits than those who do not have CPL. It enhances completion – students are two and a half times more likely to graduate if they have CPL. Other benefits are, it increases confidence, their appreciation for learning and enhances their reflection skills. African Americans with CPL were four times more apt to graduate than those without CPL, for Latino students it was eight times. It is an opportunity for us to work with our workforce partners. At our South Central Workforce center we are talking about co-authoring a grant this fall that will specifically target Credit for Prior Learning populations.

Marsha Anderson: Metro State was an early adopter of CPL and helped pioneer competence based education concept and CPL principles and practices. Metro State will participate this summer in the replication of the original “Fueling the Race” study and there may be other campuses in the System who will participate so we will re-look at all the data. We have both internal and external assessments and use a multiple approach to assessments such as individual assessment, internal and external exams, portfolios, industry certification, training program credits. Three student examples were give (see packet).

Mary Rothchild: Introduction of the C-PLAN (Credit for Prior Learning Assessment Network) that will be housed at Metro State University and supported by the System Office and currently has a network of six community colleges. We are making an intentional effort to coordinate the work among our colleges and universities to do a few important things. One is to map credentials, industry recognized credentials, to degree programs and to support professional development and work specifically with some of our community based organizations which have workforce training and map that to entry level college learning. And to provide greater access to CPL for students across our system regardless of what institution they are enrolled in.

Marsha Anderson: The C-PLAN network developed out of the CPL pilots. One of the objectives is to keep developing a community of practice and shared resources for CPL. This is being developed in the Advisory Council of the six partners we have so far and we also now have a base of professional development that is available to faculty and staff

across the system which is specifically a resource bank we will soon be putting up into a website. We also developed the CPL Academy which is an online self-led workshop available to staff on a semester basis. We have had 77 staff and faculty participate in the workshop so far from across the System and that will continue to be a resource. We also have the beginning of the CPL Advising Hub which will be a virtual advising center which will have links to resources for both students and practitioners and will help connect the practitioners to the students seeking help for CPL.

Marcia Danielson: I would invite you to go to MinnesotaCPL.com. It is South Central's web based portal interface available right now. We built this as a pilot. (Handout) This summer we are working on developing the process, the guidelines and standards for certifications to go from certifications to credit which we call a Crosswalk. If you are interested in seeing some examples, you can type Ivy Tech Crosswalks into Google (<https://www.ivytech.edu/files/Certcrosswalk.pdf>). Look for the PDF and you will know what we are doing.

Mary Rothchild: Some of our challenges are the perceptions around CPL. It is a powerful tool for adult learners. We still need to align our data, collect more data, standardize our business practices, aligning the Transfer Pathways and looking at and working with national organizations. We have been invited by the Lumina Foundation to apply for a \$400,000 grant to continue to support this work. We have work to do to communicate our new System policies and procedures.

Ron Anderson: Closing summary. This is about supporting people throughout their entire career.

Chair Cerillo: What about Military?

Ron Anderson: The military credits are a little different and I want to make a mental note to come back in the fall with a presentation on that work. Minnesota has been a national leader on this. It is a similar concept but runs through a different process.

The Committee was asked to also come back with information on where the limitations are of the sustainability of this effort from a policy standpoint, from a resource standpoint.

The meeting adjourned at 5:30 PM.

Meeting minutes prepared by Kathy Pilugin 6/28/2019

**Minnesota State Board of Trustees
Academic and Student Affairs Committee
October 15, 2019
McCormick Room, 30 7th Street East
St. Paul, MN**

Academic and Student Affairs Committee members present: Alex Cirillo, Chair; Cheryl Tefer, Vice Chair; Ashlyn Anderson, Jerry Janezich

Remote: Dawn Erlandson, Samson Williams

Academic and Student Affairs Committee members absent: Rudy Rodriguez

Other board members present: Jay Cowles; Bob Hoffman; Louise Sudin, Michael Vekich, April Nishimura, George Soule, Chancellor Devinder Malhotra

Committee Chair Cirillo called the meeting to order at 11:42 AM. Chair Cirillo indicated that Trustee Sudin transitioned off the ASA Committee as a member and Trustee Samson Williams has joined the committee.

Chair Cirillo stated that for the coming year, any presentation slide decks relating to agenda items will be distributed before the meeting. Only key points from those slide decks will be shared during the meeting. A bulk of the committee's time will be focused on generative discussion and key points as they relate to the topic at hand.

Chair Cirillo asked that the following four items be kept in mind when discussing a topic:

- 1 What questions do you have surrounding the topic(s)?
- 2 What is missing from the topic?
- 3 What does equity look like in the domain that we are discussing?
- 4 What board policies impact the topic that is being discussed? Do they need to be changed to focus on Equity?

As a summary, the committee provides insight to equity related matters and student related matters. Chair Cirillo stated that the agenda for the current meeting will be the discussion of the yearly plan of the committee, followed by a presentation on transfer.

1. Minutes of May 22, 2019

The minutes will be brought to the committee for approval during the next regular meeting.

2. Minutes of June 18, 2019

The minutes will be brought to the committee for approval during the next regular meeting.

Sr. Vice Chancellor Ron Anderson introduced Satasha Green-Stephen, Associate Vice Chancellor for Academic Affairs; Michael Berndt, Interim President of Inver Hills and DCTC and one of the Presidential liaisons on the committee. President Wacker who is the other

Presidential liaison was not able to attend the meeting. Also joining the meeting was Dr. Greg Mark, faculty member at MSU Mankato, who has played a significant role in the development of Transfer Pathways.

3. Academic and Student Affairs Workplan

Sr. Vice Chancellor Anderson discussed the following items that are typically brought to the committee for action during the year:

- Board policy revisions or additions for first or second reading that require Board approval or action.
- Approval of individual institutional missions and institutional types.
- Review and endorsement of process of the plan for Career Technical education across the state of Minnesota. This is a new requirement, which is part of the Perkins V Grant. This plan will be solidified in late January, 2020.
- The enterprise student success strategy approach will be finalized for implementation.

Additional focus items for the year will be:

- Innovation within the system and in the student realm and how to move innovation from pilots to scale.
- Understanding nuances and differences between the needs of students in urban areas versus those in greater Minnesota. This would include equitable access to the Transfer Pathways program to smaller campuses that previously may not have had the curriculum.
- Update on the second year of the implementation of the Developmental Education Strategic road map.

Sr. Vice Chancellor Anderson turned the committee's attention to the data which compiled the suggestions from the September board retreat. The data represented potential items for the committee to focus on during the year. Sr. Vice Chancellor Anderson asked the committee if the items in the initial proposal should be the focus areas for the year, or if there were others to consider.

Trustee Hoffman asked the committee to explain in detail what it would be looking for with regards to the project in comparing urban campuses to those in rural areas.

Sr. Vice Chancellor Anderson stated the focus would be to understand the different factors that are faced in the two different geographic settings. Given those differences, what strategies should be taken to make sure they are treated equitably and fairly and how should the challenges and differences be weighed.

There was group discussion regarding how to address the differences in sectors so they have the same positive impact on student outcomes. The needs in one area may be different than the other; their considerations may be different. The question is how to fold it into the strategy and how it is going to improve student success and increase equity.

Chair Cirillo brought up the fact that policies and procedure should be looked at closely as well. A policy or procedure might be helping one school, but it may be detrimental in a second school.

Trustee Jay Cowles stated that he could appreciate that the rural/urban environments may be the single largest place that were there is some disjointment. However, there are opportunities that lie not just in geographic proximity and commonality, but there may be other key drivers that would align campuses in different parts of the state. Trustee Cowles asked the committee to consider where opportunities or value from one another can be found.

Chair Cirillo suggested that partnerships between institutions could be mapped. This has been done organically by presidents, but if done overall with more thought there might be a strength to the whole system. This may strengthen some of the schools that don't have as many partnerships as they need.

Vice Chair Cheryl Tefer asked Sr. Vice Chancellor Anderson the status of the exploration of rural versus urban. She wondered if there was internal information already available that could be used. If enough information exists, the committee could begin solving some issues.

Senior Vice Chancellor Anderson suggested that not all of the information has been gathered, and there are likely issues that have yet to be uncovered. There needs to be additional focused discussion surrounding the issues. Sr. Vice Chancellor Anderson stated that this initiative is slated for spring in order to have time for the discussions and allow time to process the data. The data relative to race and ethnicity, first gen status and a few other items has been disaggregated. However a data comparison regarding what's happening within a region, or metro versus Greater Minnesota has not yet been completed.

Vice Chair Tefer agreed that this type of information is not always at the front of people's minds until you dig it up. Geography makes a huge impact on many things including academia.

Chair Cirillo said that there's a movement afoot in the state to look at the rural, urban design in terms of resourcing. If we understand ourselves in that regard there may be opportunities for growth.

Sr. Vice Chancellor Anderson said that Leadership Council and the ASA community have engaged into discussions on how to better support students in a holistic manner. The solution set is different in rural vs urban areas because resources are not as accessible in certain parts of the state. Partnering plays out differently depending upon local partners. That is why different strategies need to be taken from a different angle and take on more of a regional strategic plan.

Sr. Vice Chancellor Anderson turned the focus of the discussion to the other three themes that were brought up at the September retreat.

The topics are: 1). graduate education, 2). how to serve students with disabilities and 3). campus safety, which encompasses both physical and psychological concerns. There was discussion surrounding the importance of campus safety and how it encompasses both safety and security. No other issues were identified.

Sr. Vice Chancellor Anderson stated that he will confer with Chair Cirillo and Vice Chair Tefer to incorporate the themes into the ASA workplan for the year. He then introduced Dr. Green-Stephen to begin the discussion on the agenda item: Transfer Pathways. Dr. Green-Stephen is the academic lead on the transfer pathways program.

Dr. Green-Stephen gave a synopsis of the program as follows:

Transfer pathways were designed in response to the 2014 legislation with the primary purpose of increasing transfer and during degree completion in Minnesota State. At the time that legislation was created Minnesota State had transfer articulation agreements that were often limited. While there are numerous articulation agreements between colleges and universities, students were many times unaware of these agreements. As a result, students often ended up with redundant or extra coursework beyond the requirements for completing their degrees. In March of 2015 the implementation of the transfer pathway plan included several key elements to address those transfer issues within Minnesota State.

One of those key was to focus on increasing the number of students completing associate degrees, which would better prepare them for success as a university student. This would lead to higher rates of completion at universities, with less wasted time and credits. A second key element was the development the faculty-led teams that were formed to create the alignment with our Associate and Bachelor programs for smooth transfer from our colleges to our universities. The transfer pathway plan calls for transfer pathways that were innovative in curricular design, and which were focused on competencies as opposed to direct course equivalencies. This was done to ensure that students who follow the transfer pathway and earn their associate degrees are able to complete a related baccalaureate degree upon earning the number of credits required.

Students completing an associate pathway degree are able to enter a related baccalaureate degree program with junior-year status. To date, out of 219 approved associate degree programs in 26 discipline areas, Minnesota State academic programs unit has approved 212 transfer pathways within 25 disciplines for implementation.

As of this fall, 13% of all students enrolled in transfer-eligible degree programs, are enrolled in a transfer pathway program. Enrollment in the transfer pathway degree programs continues to grow as more pathways are implemented. The early data indicates that students from all racial and ethnic backgrounds are enrolling in transfer pathways at rates similar to those which are represented in the overall student body. Additionally, first generation college students are enrolling in transfer pathways approximately at the same rate as students in non-transfer pathway degree programs, and Pell eligible college students are enrolling in transfer pathways

at approximately the same rate as they are in non-transfer pathway degree programs. To date, 76 students have completed a two year transfer pathway. This number is expected to increase after full implementation of all transfer pathways in the fall of 2020.

Sr. Vice Chancellor Anderson turned the floor over to Dr. Gregg Marg who provided a brief overview of his involvement with the program as it relates to the Biology department at Mankato.

Sr. Vice Chancellor Anderson stated that the design of transfer pathways is not a standard articulation agreement, which focuses on direct course equivalencies. Since the curriculum is different at each school, the approach of transfer pathways is to focus on student competencies, not individual courses. Sr. Vice Chancellor Anderson stated there was a lot of foresight into the decision to focus on competencies because historically the curriculum was viewed as purely course-based. Now the focus will be more on competencies and what students may bring to the classroom they developed outside of the classroom.

Chair Hoffman applauded the initiative, but questioned the smoothness of a transition between two and four year schools if a transfer pathway is not followed.

Sr. Vice Chancellor Anderson offered that there continues to be challenges with transfer. One of the difficulties, is the course-taking behavior of students. Students may be outside of a transfer pathway and change their mind on which 4-year school they will attend. This could mean that they have taken courses that do not apply to their major at the other school. In these cases the transfer is not always seamless. Students have courses that they take that do not apply to their major and the curriculum is built around a cohesive approach of competencies. When a student moves from one curriculum to another, the alignment can be different. That is part of the challenge and ongoing dilemma.

Trustee Anderson shared her experiences with barriers in the transfer pathways program with regards to classes being dropped and fees relating to transcript evaluations. She stated an additional barrier was the volume of paperwork.

Sr. Vice Chancellor Anderson stated that is one of the issues. Students think about the institutions as a single entity, but in reality Minnesota State is set up as 37 separately accredited institutions. Movement of students between the campuses is a continual focus. Next Gen is one of the opportunities that we have to re conceptualize how the entire system works.

The committee engaged in a discussion about the training given to the counselors and advisors at the colleges and universities.

Trustee Cowles asked for clarification regarding the statistic that 13% of the students participate in transfer pathways.

Sr. Vice Chancellor Anderson stated that the number is a little confusing but basically it represents the percentage of transfer-bound students that are enrolled in one of the transfer pathway degree programs. The committee was asked to keep in mind that last year was the first year of the program and there were only 4 pilot programs implemented. This year an additional 20 programs were added and the program is in full production. The expectation is that more students will be involved once the program is fully implemented. Sr. Vice Chancellor Anderson provided a brief comparison of an AA-degree student enrolled in a transfer pathway and one not enrolled.

Trustee Cowles inquired as to the degree of participation expected. He questioned the burden that could potentially be placed on the counselors. Additionally Chair Cowles requested clarification on the expected program participation numbers, which he understood to be at 75%.

Sr. Vice Chancellor Anderson explained the transfer pathways program adds another dimension to the program sets that were previously available. Students will be tracked differently as they proceed through the system, depending if they are enrolled in a specific transfer pathway. At the moment the 13% is tracking low, however the program is just beginning implementation at all campuses. Once implementation is complete it is felt that the number of participants in transfer pathways will rise fairly quickly and those enrolled in a basic AA degree will decrease.

The committee engaged in discussion surrounding the efficiency of obtaining a degree by using transfer pathways.

Trustee Sundin requested clarification surrounding the payment of fees and the program approval of credits from institution to institution versus a bundle-approval approach. Sr. Vice Chancellor Anderson stated that the competencies need to be validated to ensure that the curriculum fits the framework for a specific program. This needs to be done at individual campuses, but that has not been a significant barrier.

The committee engaged in discussion regarding potential transfer pathways from certificates to degrees. Sr. Vice Chancellor Anderson clarified that the transfer pathways were designed only from associate degree to bachelor's degree, as opposed to other kinds of credentials to degree.

Dr. Greene-Stephen stated that system peers, particularly the SUNY system, was a source of assistance when the program was developed. SUNY had a similar legislative mandate to create transfer pathways. Minnesota State personnel have been working very closely with them regarding implementation, as well as evaluation. This year an evaluation process will be implemented for the first phase of the transfer pathways program and SUNY's criteria and process will be used to inform Minnesota State's approach.

The next phase of this project will be expanding beyond the 26 disciplines that have been identified. It is understood that there may be limitations for some smaller rural campuses that don't have the breadth of curriculum present in larger institutions, this impacting their ability to

offer the broad array of transfer pathway degree programs. Faculty and staff are exploring ways to collaborate across institutions as a means of increasing access and availability of transfer pathways throughout the state.

There was discussion regarding the availability of transfer pathways as an online option. Sr. Vice Chancellor Anderson stated that online is typically a delivery method for particular courses, as opposed to a separate program. He stated that an online dimension is being explored in the next phases of implementation.

Sr. Vice Chancellor asked committee members to share their thoughts on not only what was presented at the meeting, but other topics that the committee should consider.

Trustee Hoffman stated that seamless transfer should be considered.

Trustee Nishimura asked what percentage of bachelor degree graduates have found meaningful employment 6 months after graduating. Sr. Vice Chancellor Anderson did not have that information available at the time, but will share it with the committee.

Chair Cirillo adjourned the meeting at 12:45 PM.

Meeting minutes prepared by Rhonda Ruitter 11/05/19

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

Name: Academic and Student Affairs Committee

Date: November 19, 2019

Title: Approval of Mission Statement: Ridgewater College

Purpose (check one):

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

Brief Description:

The revised mission statement of Ridgewater College is being presented for Board approval. The mission statement meets the criteria in Board Policy 3.24 *Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.*

Scheduled Presenter(s):

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Craig Johnson, President, Ridgewater College

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

BOARD ACTION ITEM
APPROVAL OF MISSION STATEMENT: RIDGEWATER COLLEGE

BACKGROUND

The revised mission statement of Ridgewater College is being presented for Board approval. The mission and vision meet the criteria identified in Board Policy 3.24 *Institution Type and Mission, and System Mission*, Part 4: Approval of College or University Mission Statements.

Ridgewater College (Ridgewater) is a member of the Minnesota State Colleges and Universities System (Minnesota State), a statewide system of 30 colleges, seven universities, and 54 campuses. Ridgewater was created in 1996 with the merger of Willmar Community College and Hutchinson-Willmar Regional Technical College. The previous institutions were founded in the early 1960s and experienced several name changes and reconfigurations before the formation of Ridgewater in 1996. Ridgewater has campuses in Willmar and Hutchinson, located approximately 60 miles apart in central and west-central Minnesota.

During the academic year 2018-2019, Ridgewater served 4,492 credit students and more than 9,700 non-credit students and had a full-year equivalent of 2,490. Ridgewater offers more than 100 educational opportunities in liberal arts/transfer disciplines (the first two of four years toward a bachelor’s degree in almost any major) and career technical programs. The largest programs include Liberal Arts & Sciences, Agriculture, Nursing/Allied Health, and Veterinary Technology. Unique programs offered at Ridgewater include Activity Director, Advanced Collision Repair, Agronomy Technology, Dairy Management, GPS/GIS for Agriculture, and Non-Destructive Testing Technology. Liberal Arts students may earn an Associate in Arts (AA) or Associate of Science (AS) degree while technical students have the opportunity to earn a certificate, diploma, Associate of Applied Science (AAS) or an Associate of Science (AS) degree in their field of study. In 2019, Ridgewater conferred 872 awards to its graduates.

Demographically, Ridgewater College’s student population is as follows:

Demographics

	Hutchinson	Willmar	Total
Fulltime	48%	71%	61%
Female	59%	55%	57%
25 years old+	32%	21%	26%
PSEO	16%	9%	12%
Transfer	37%	33%	34%
Pell eligible	34%	45%	40%
Student of Color	12%	23%	18%
First generation	19%	21%	20%
Underrepresented*	49%	57%	53%
<i>*Underrepresented students are those who have one of the following characteristics: Student of color, Pell eligible, 1st generation</i>			

Ridgewater maintains long-standing relationships in both the communities of Willmar and Hutchinson; relationship that are both reciprocal and collaborative. Ridgewater staff and faculty serve on local boards and committees and are active participants in the community chambers of commerce. In turn, many community members and businesses serve on Ridgewater’s program advisory boards to help shape and improve the curriculum as well as provide scholarships and/or internship opportunities for its students. Representatives from both communities serve on the College Foundation Board which works to cultivate, develop and expand community relationships and resources for students and programs. Community businesses work closely with the college and rely on them to provide well-trained employees to fill job vacancies. Also, many community members and businesses have partnered with Ridgewater for continuing education and specialized training for their employees through the Customized Training and Community Education department.

Ridgewater provides unique opportunities for community members to see students at work through the Cosmetology Salon, Vet Tech Clinic, automotive shops, and Habitat for Humanity projects. Ridgewater also collaborates regularly with local and regional schools, offering opportunities for high school students to earn college credit while in high school (through PSEO and concurrent enrollment). Ridgewater also provides science workshops and summer camp for middle school students, offers a Lunch Buddy program for at-risk elementary students, and mentors high school teachers on helping students become college-ready.

Ridgewater College’s revised mission and vision statements are designed to meet the criteria identified in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.

Current Mission Statement:

Ridgewater College provides quality educational opportunities for diverse student learners in an inclusive, supportive and accessible environment.

Proposed Mission Statement:

Ridgewater College empowers diverse learners to reach their full potential and enrich their lives through personalized and relevant education in an accessible, supportive, and inclusive environment.

Current Vision Statement:

Ridgewater College will be a dynamic educational leader exemplifying innovation and excellence within a student-centered learning environment.

Proposed Vision Statement:

Ridgewater College is a student-centered educational leader focused on innovation, excellence and affordability.

The college vision and mission respond to the following elements in system procedure:

1. The alignment of the proposed mission with the system mission and statewide needs:
 - A. The new statements and guiding principles indicate a stronger focus and emphasis on considering and meeting the full range of student needs and expectations, reflecting the system’s recognition of the changing nature of contemporary students.
 - B. The statements and guiding principles include an emphasis on diversity, equity and inclusion, reflecting the current makeup of Ridgewater’s student and community demographics and aligning with the system’s focus on eliminating the equity gaps in Minnesota by 2030. The mission statement also emphasizes a focus on helping every student reach their full potential, which is believed to be critical to closing equity and employment gaps and improving socio-economic mobility for disadvantage individuals and groups in the local and state population.
 - C. The statements emphasize accessibility, which is a key element of the Minnesota State mission to serve as the primary means of providing access to post-secondary education and training for all members of the state’s population, especially individuals from under-represented and disadvantaged groups.
 - D. The statements emphasize innovation and affordability, reflecting Ridgewater’s emphasis on developing new strategies and tactics to improve institutional and system performance and increase student success while continuing to efficiently manage tuition revenue and state funding.

2. The extent to which the college or university will meet expectations of statute and how it relates to other institutions of higher education:

The revisions to the mission and vision statements do not change Ridgewater's institutional mission and will not impact its attention to all requirements of law or system policies. Ridgewater will continue to serve as an affordable and accessible public comprehensive community and technical college focused on preparing students for successful jobs and careers or transfer to four-year institutions. Ridgewater will also continue to seek ways to increase collaboration and partnership with other two-year and four-year institutions in the Minnesota State system as well as other private and public institutions in the state.

3. The array of awards it offers;

Ridgewater offers certificates, diplomas and AAS, AA, and AS degrees.

4. The compliance of the college or university mission with statute, policy, and regional accreditation requirements:

The new mission statement complies with all requirements, as it does not change Ridgewater's institutional mission; rather, it provides a more accurate and comprehensive description of its mission and identifies its key priorities – diversity, equity and inclusion; empowering students to position them for success; and providing a student-centered environment that is personalized, relevant, accessible and supportive in all aspects of its design, delivery and operations.

5. The consultation with faculty, students, employers, and other essential stakeholders:

Ridgewater hired an outside consultant in January 2019 to manage its strategic planning process. The consultants held a series of listening sessions with key stakeholders, including faculty leadership, staff bargaining units, students on both campuses, community members from each campus community, and the college's Administrative Council to identify Ridgewater's strengths and opportunities. Themes emerging from these sessions led to the creation of a set of priorities and focus areas for the college. A series of discussion sessions were held with stakeholders to review and receive feedback on the priorities identified and their alignment with the college's mission, vision, and values. Discussions and feedback from those meetings led to revisions to Ridgewater's mission-related statements to reflect the direction, values, and aspirations of the college. Staff bargaining units, faculty leadership, student senates, external advisory council, and the college community reviewed the modifications, and their feedback was incorporated into the final mission, vision, and value statements.

Ridgewater shared the revised statements with the system office Marketing and Communications division in July 2019. The college president had one in-person conversation and several e-mail exchanges with the Senior Marketing and Communications Officer Noelle Hawton to "wordsmith" the statements in an attempt to make them more concise, producing the proposed versions of the mission and vision statements provided above. The revised versions of the statements were also shared with the college community

and the external advisory council, and all groups were supportive of the revised statements as submitted for approval.

RECOMMENDED COMMITTEE ACTION

Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission statement of Ridgewater College.

RECOMMENDED MOTION

The Board of Trustees approves the mission statement of Ridgewater College.

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

Name: Academic and Student Affairs Committee

Date: November 19, 2019

Title: Approval of Mission Statement: South Central College

Purpose (check one):

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

Brief Description:

The revised mission statement of South Central College is being presented for Board approval. The mission statement meets the criteria in Board Policy 3.24 *Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.*

Scheduled Presenter(s):

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Annette Parker, President, South Central College

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

BOARD ACTION ITEM

APPROVAL OF MISSION STATEMENT: SOUTH CENTRAL COLLEGE

BACKGROUND

The revised mission statement of South Central College is being presented for Board approval. The mission and vision meet the criteria identified in Board Policy 3.24 *Institution Type and Mission, and System Mission*, Part 4: Approval of College or University Mission Statements.

The North Mankato campus of South Central College was founded in 1946 as Mankato Vocational School. It was the first public post-secondary vocational technical school in Minnesota. At that time, Mankato School District governed it. In 1992, the school merged with another institution to become the Albert Lea-Mankato Technical College.

The Faribault campus began in the 1940s, offering practical nursing programs aligned with a hospital on the grounds. It became part of the Faribault School District in 1964, which governed it until 1992. Faribault merged with two technical colleges in Austin and Rochester, Minnesota and became eligible to award degrees as Minnesota Riverland Technical College.

In 1995, Minnesota legislation created the Minnesota State Colleges and Universities (MnSCU) system, putting all state community colleges, technical colleges, and universities under a single governing board. This legislation led to the North Mankato and Faribault campuses joining forces thus creating South Central Technical College.

In 2005, South Central College received approval to expand its mission and become a comprehensive community and technical college under the name of South Central College (SCC). This approval allowed SCC to provide an Associate of Arts Degree in Liberal Arts and Sciences in addition to more than 50 career and professional programs. In 2014, SCC was granted permission to start offering an Associate of Fine Arts Degree.

South Central College reaffirmed its mission and vision through a new strategic planning process which started as part of the college's 2015-2017 strategic planning process. In 2016 the strategic plan was extended to 2019.

In 2018, SCC embarked on a year-long strategic planning process designed to engage internal and external stakeholders, leveraging a mixed method research approach to gain feedback and buy-in throughout. In 2019, the college community affirmed the new strategic plan, its priorities, goals, key performance indicators and mission, vision, and value statements.

Today's comprehensive community colleges need to focus on not only access and regional economic development, but also student success. South Central's former mission was silent on this matter.

South Central College's new mission goes beyond the concepts previously mentioned in its mission to emphasize a focus on students' success and inclusiveness, while not shying away from the college's historical commitment to access and regional economic development.

The revised mission and vision statements are designed to meet the criteria identified in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.

Current Mission Statement:

South Central College provides accessible higher education to promote student growth and regional economic development.

Proposed Mission Statement:

South Central College provides an accessible and inclusive learning environment that cultivates student success and advances regional economic development.

Current Vision Statement:

South Central College will be the region's leading institution for transitioning individuals into the college environment, educating students for technical careers, and building student capacity for future study through inclusive student-centered programs and services. The college will be a committed partner in the regional economy, helping individuals and organizations compete in the global marketplace.

Proposed Vision Statement:

South Central College will be the region's leading institution in preparing students for the global marketplace by creating an inclusive environment and providing academic, technical, and professional resources to pursue their chosen career, educational and personal goals.

The college vision and mission respond to the following elements in system procedure:

1. The alignment of the proposed mission with the system mission and statewide needs;

The proposed mission statement aligns with the three pillars of student success; diversity, equity, and inclusion; and financial sustainability. The mission explicitly refers to "cultivating student success" and diversity by going beyond access to seek an "inclusive learning environment." Lastly, the new mission continues to focus on advancing regional economic development, which to SCC is a key component of financial sustainability.

2. The extent to which the college or university will meet expectations of statute and how it relates to other institutions of higher education;

The proposed revision does not change the extent to which the college will meet expectations of statute or how the college relates to other institutions of higher education. South Central College will remain a comprehensive community and technical college governed by statutes, accreditation requirements, and the policies of the Board of Trustees.

3. The array of awards it offers;

South Central College awards certificates, diplomas, and associate degrees (AA, AFA, AAS, AS). The college offers programs that prepare students to immediately start a rewarding career after graduation or transfer to four-year institutions to pursue a bachelor's degree. In addition, SCC's Center for Business and Industry provides businesses and professionals in the region with the customized training and continuing education opportunities.

4. The compliance of the college or university mission with statute, policy, and regional accreditation requirements;

South Central College's proposed mission statement complies with statutes, accreditation expectations of the Higher Learning Commission and Board of Trustees policies and procedures. The new South Central College mission statement is more direct than its previous mission statement, and a broad base of stakeholder feedback was incorporated into the development of the revised statement.

5. The consultation with faculty, students, employers, and other essential stakeholders;

South Central College's strategic planning activities were organized around various forms of data collection and analysis. These included an:

1. internal environmental scan,
2. focus groups involving students, staff, faculty, and community partners,
3. college-wide and faculty group discussions during the college's annual in-service training,
4. a Strategic Planning Summit,
5. a college-wide survey asking the community to rate the new and old vision, mission and value statements (8/19 – 9/16/19), an open comment period on the college's Strategic Planning SharePoint site (8/26 – 9/16/19), and a facilitated conversation at a Presidential Forum (9/16/19).

The data collection activities were designed to establish a baseline understanding of institutional priorities, curricular pathways, and holistic student services, as well as review/inform the mission, vision and values of South Central College.

South Central College consulted with system office Marketing and Communications Division as a part of campus consultation to ensure drafts have a high likelihood of receiving board approval. The Senior Marketing and Communications Officer for Minnesota State approved the proposed change on October 30, 2019.

RECOMMENDED COMMITTEE ACTION

Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission statement of South Central College.

RECOMMENDED MOTION

The Board of Trustees approves the mission statement of South Central College.

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

Name: Academic and Student Affairs Committee

Date: November 19, 2019

Title: Proposed amendment to Policy 3.27 Copyrights

Purpose (check one):

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

Brief Description:

The policy was reviewed as part of the five 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

**BOARD OF TRUSTEES
MINNESOTA STATE**

INFORMATION ITEM

PROPOSED AMENDMENT TO POLICY 3.27 COPYRIGHTS

BACKGROUND

Board Policy 3.27 Copyrights was adopted by the Board of Trustees on June 19, 2002 and implemented on January 1, 2003. The policy was reviewed as part of the five 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 updates the statutory exceptions in copyright law, adds language on seeking permission from the copyright holder when no exceptions apply, and expands the current language of the board supporting the creation and sharing Creative Commons licensed materials to also include of Open Education Resources.

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.

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD POLICY – FIRST READING			
Chapter	3	Chapter Name	Educational Policies
Section	27	Policy Name	Copyrights

1 **3.27 Copyrights**

2
3 **Part 1. General Statement.**

4 Copyright owners of original works, regardless of the format of the work, have exclusive rights
5 with respect to their creations of original works. The Minnesota State Colleges and Universities
6 System (system) Minnesota State promotes the recognition and protection of these rights,
7 including the rights of reproduction, preparation of derivative works, distribution, display, and
8 performance. The system also recognizes that reproduction and use of original copyrighted
9 works in accordance with fair use limitations and Sections 110(1) and (2) of the Copyright Act
10 can further teaching, research, and public service at its Minnesota State colleges and
11 universities. Where proposed uses of copyrighted works exceed those permitted by fair use and
12 other statutory exceptions, permission to use the copyrighted works should be obtained from
13 the copyright holder.

14
15 Consistent with the mission of the Board of Trustees and the distinct missions of system the
16 colleges and universities, the Board supports the creation and sharing of new knowledge for
17 course development and to improve student learning, such as through creative commons
18 licenses and open education resources (OER).

19
20 **Part 2. Applicability.**

21 This policy applies to system colleges, universities, the system office and their respective
22 employees and students, and to works in which colleges, universities or the system Minnesota
23 State has a legally recognized interest.

24
25 **Part 3. Definitions.** The following definitions apply to this Policy and to Procedure 3.27.1
26 Copyright Clearance.

27
28 **Subpart A. Copyright.**

29 Copyright is a A form of protection granted by federal law for original works of authorship
30 that are fixed in a tangible medium of expression. Copyright covers both published and
31 unpublished works.

34 **~~Subpart B. Copyright Compliance.~~**

35 The actions of colleges, universities, the system office and their respective employees and
36 students that ensure proposed uses of materials comply with copyright laws and do not
37 infringe on the intellectual property rights of the copyright owners.

38

39 **~~Subpart C. Intellectual Property Coordinator.~~**

40 ~~The Intellectual Property Coordinator is the person appointed at each college, university,~~
41 ~~and the system office who administers Board Policies 3.26 Intellectual Property, 3.27~~
42 ~~Copyrights, and any related procedures.~~

43

44 **Part 4. Copyright Notice.**

45 A copyright notice (Copyright © [year] College or University Name) ~~shall~~ may be placed on
46 college, university, and system owned materials that will be made available to the public. The
47 date in the notice ~~shall~~ should be the year in which the materials are first published, i.e.
48 distributed or made available to the public or any sizable audience. Where a work is revised
49 over a period of time, a range of years should be used.

50

51 **Part 5. Copyright Registration.**

52 Prior to commercialization of works in which a college, university, or the system office has an
53 ownership interest, such works ~~shall~~ should be registered with the U.S. Copyright Office in the
54 name(s) of the copyright owner(s).

55

56 **Part 6. Copyright Compliance.**

57 Colleges, universities, and the system office shall develop and implement policies, procedures,
58 ~~processes~~ and practices to comply ~~be in compliance~~ with federal copyright laws.

59

60 **~~Part 7. Intellectual Property Coordinator and Administration.~~**

61 ~~The Intellectual Property Coordinator as designated in Board Policy 3.26 Intellectual Property at~~
62 ~~each college, university and the system office has the responsibility for implementation of this~~
63 ~~policy and any related procedures.~~

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

Name: Academic and Student Affairs Committee

Date: November 19, 2019

Title: Proposed new Policy 3.43 Accreditation

Purpose (check one):

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

Brief Description:

The policy is NEW and establishes the accreditation requirements for the colleges and universities.

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

**BOARD OF TRUSTEES
MINNESOTA STATE**

INFORMATION ITEM
PROPOSED NEW POLICY 3.43 ACCREDITATION

BACKGROUND

Proposed NEW Board Policy 3.43 Accreditation establishes the accreditation requirements for the colleges and universities. Colleges and universities are required to achieve and maintain institutional accreditation through the Higher Learning Commission. Colleges and universities are required to achieve and maintain accreditations. The policy also requires colleges and universities to keep the chancellor or designee updated on their communications and interactions with the Higher Learning Commission.

The proposed NEW board policy 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.

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD POLICY – FIRST READING			
Chapter	3	Chapter Name	Educational Policies
Section	43	Policy Name	Accreditation

1 **3.43 Accreditation**

2
3 **Part 1. Purpose**

4 To establish accreditation requirements for colleges and universities.

5
6 **Part 2. Background**

7 Higher education institutions demonstrate that they and their educational programs meet
8 minimum standards through accreditation. Accreditation can be attained at the institutional or
9 programmatic level. Once achieved, accreditation must be renewed periodically to ensure that
10 the quality of the institution and educational programs is maintained.

11
12 In order for students to receive federal student aid from the U.S. Department of Education for
13 postsecondary study, the institution must be accredited by a federally recognized accreditor.

14
15 While there are both regional and national accreditors, regional accreditation uses more
16 stringent standards of quality. Credits earned from regionally accredited institutions are more
17 widely accepted and more easily transferable than credits earned at nationally accredited or
18 non-accredited institutions.

19
20 **Part 3. Definitions**

21
22 **Accreditation**

23 A process and a status that assures higher education institutions and programs meet a set
24 of standards developed by peers.

25
26 **a. Institutional accreditation**

27 Accreditation of an entire institution determined by regional or national accreditors,
28 indicating that each of an institution's parts is contributing to the achievement of
29 the institution's mission and objectives.

30
31 **b. Program/specialized accreditation**

32 Accreditation of an institution's programs that involves examination of the individual
33 academic units, programs, or disciplinary offerings to ensure they are providing

34 students with a quality education in a particular area of study. Programmatic
35 accreditation may be required in some fields for graduates to seek licensure or
36 certification. Programmatic accreditation in other fields serves to provide a
37 recognition of quality.

38
39 **Higher Learning Commission**

40 The Higher Learning Commission (HLC) is an independent corporation that is one of the
41 regional institutional accreditors in the United States. HLC accredits degree-granting post-
42 secondary educational institutions in the North Central region (including Minnesota) and is
43 recognized as a regional accreditor by the Secretary of Education.

44
45 **Regional accreditation**

46 The accreditation process used or status granted by one the federally recognized regional
47 accreditors in the United States.

48
49 **Part 4. Accreditation**

50
51 **Subpart A. Regional Accreditation**

52 Colleges and universities shall achieve and retain regional accreditation through the Higher
53 Learning Commission. Any college or university that does not maintain accredited status
54 with the Higher Learning Commission may be subject to loss of degree granting authority.

55
56 **Subpart B. Program Accreditation**

57 For programs that have an accreditation and for which people working in that field must be
58 licensed or certified for employment, then colleges and universities shall achieve and
59 maintain accreditation for those programs (i.e., law enforcement, nursing, dental hygiene,
60 etc.).

61
62 Colleges and universities are encouraged, though not required, to obtain voluntary program
63 accreditation where appropriate and aligned with the mission of the college or university
64 (i.e., automotive technician, business, chemistry, etc.).

65
66 **Part 5. Report to the Board**

67 The chancellor shall provide an annual report to the Board of Trustees on the status of regional
68 accreditation for each college and university. College and university presidents shall submit an
69 annual update to the chancellor, or chancellor's designee, on the status of their regional
70 accreditation.

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

Name: Academic and Student Affairs Committee

Date: November 19, 2019

Title: Proposed amendment to Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration

Purpose (check one):

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

Brief Description:

The policy was reviewed as part of the five 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

**BOARD OF TRUSTEES
MINNESOTA STATE**

INFORMATION ITEM

**AMENDMENT TO BOARD POLICY 1A.1 - MINNESOTA STATE COLLEGES AND UNIVERSITIES
ORGANIZATION AND ADMINISTRATION**

BACKGROUND

Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration was adopted and implemented by the Board of Trustees on August 12, 1992. The policy was reviewed as part of the five 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 adds information on pilots in Part 6, Subpart C. The new language permits a temporary and limited implementation of a new practice to determine the viability of the practice. Pilots must be approved by the chancellor after consultation with the board chair, vice chair and general counsel. Applicable board policies and system procedures may be temporarily suspended to the extent necessary to implement the pilot. The board policies and system procedures suspended by the pilot must be identified in the pilot proposal. The chancellor shall inform the board of the specific policies being suspended for the pilot. The chancellor shall also inform the board of scheduled pilots before implementation and provide updates as appropriate.

The amendment also applies and the new formatting and writing styles which reorganizes the definitions in Part 3 into alphabetical order, adds the definition of *pilot* and *Minnesota State Colleges and Universities*, replaces the definition of *system* with a reference to the Minnesota State Colleges and Universities definition, and replaces *system* and *MNSCU* with *Minnesota State*.

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.

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD POLICY – FIRST READING			
Chapter	1A	Chapter Name	System Organization and Administration
Section	1	Policy Name	Minnesota State Colleges and Universities Organization and Administration

1A.1 Minnesota State Colleges and Universities Organization and Administration

Part 1. Name of Organization-

The name of the organization is the Board of Trustees of the Minnesota State Colleges and Universities.

Part 2. Vision and Mission Statements-

The following vision and vision statements have been adopted by the Board of Trustees.

Subpart A. Vision statement-

~~It is~~ The core value of the Minnesota State Colleges and Universities ~~is~~ to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Subpart B. Mission statement-

The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota’s workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

Subpart C. College and Universities related missions-

Each ~~state~~ college and university has a distinct mission that is consistent with and supportive of the overall mission of Minnesota State Colleges and Universities.

Minnesota State Colleges and Universities provides high quality programs comprising:

1. Technical education programs delivered principally by technical colleges, which prepare students for skilled occupations that do not require a baccalaureate degree.
2. Pre-baccalaureate programs, delivered principally by community colleges, which offer lower division instruction in academic programs, occupational programs in which all credits earned will be accepted for transfer to a baccalaureate degree in the same field of study, and remedial studies.
3. Baccalaureate programs delivered by ~~state~~ universities, which offer undergraduate instruction and degrees; and

- 34 4. Graduate programs, delivered by state universities, including instruction through the
35 master's degree, specialist certificates and degrees, and applied doctoral degrees.
36

37 **Part 3. Definitions.** The following definitions have the meanings indicated for apply to all
38 board policies unless the text clearly indicates otherwise.
39

40 **Subpart A. Board.**

41 "~~Board~~" means the Board of Trustees of the Minnesota State Colleges and Universities.
42

43 **Board policy**

44 A policy statement enacted by the board to provide the governing authority and structure
45 for Minnesota State and its constituents, in accordance with the Minnesota State mission
46 and philosophy. Board policies are to be concise statements of the board on matters of
47 governance it deems important to Minnesota State and its operation, consistent with
48 governing law.
49

50 **College and university policy or procedure**

51 A policy or procedure approved by the president to govern the operation of the college or
52 university, consistent with board policy and system procedure.
53

54 **~~Subpart B. Consolidated colleges.~~**

55 "~~Consolidated Colleges~~" means The community and technical colleges that under board
56 direction have formally reorganized into single comprehensive institutions.
57

58 **~~Subpart C. Executive officers.~~**

59 "~~Executive officers~~" means those persons appointed by the board to manage Minnesota
60 State Colleges and Universities or one of its colleges or universities institutions, and includes
61 the chancellor, vice chancellors, and the presidents.
62

63 **~~Subpart D. Board policy.~~**

64 "~~Board policy~~" means a ~~policy statement enacted by the board to provide the governing~~
65 ~~authority and structure for Minnesota State Colleges and Universities and its constituents,~~
66 ~~in accordance with the System's mission and philosophy. Board policies are to be concise~~
67 ~~statements of the board on matters of governance it deems important to the system and its~~
68 ~~operation, consistent with governing law.~~
69

70 **~~Subpart E. Campus policy or procedure.~~**

71 "~~Campus policy or procedure~~" is a ~~policy or procedure approved by the president to govern~~
72 ~~the operation of the college or university, consistent with Board policy and System~~
73 ~~procedure.~~
74

75 **Minnesota State**

76 See Minnesota State Colleges and Universities
77

78 **Minnesota State Colleges and Universities**

79 Minnesota State Board of Trustees, Office of the Chancellor, its colleges and universities,
80 and the system office.

81
82 **Operating instructions**

83 Instructions approved by the chancellor, chancellor's designee responsible for the area, or
84 executive director of internal auditing, giving explicit direction, instructions or guidance on
85 internal forms, processes, and other administrative or managerial matters, consistent with
86 board policy and system procedure.

87
88 **Policy program**

89 A pilot program is an experimental program of limited duration supported by the chancellor
90 and designed to promote the interests of students. The pilot program may be inconsistent
91 with current board policy and may lead to amendments of board policy and procedure.

92
93 **~~Subpart F. Policy change.~~**

94 ~~"Policy change" means The adoption of a new Bboard policy, or amendment or repeal of an~~
95 ~~existing Bboard policy.~~

96
97 **~~Subpart G. Procedure change.~~**

98 ~~"Procedure change" means The adoption of a new Ssystem procedure, or amendment or~~
99 ~~repeal of an existing system procedure.~~

100
101 **~~Subpart H. Statutes.~~**

102 ~~"Statute(s)" means the Minnesota Statutes.~~

103
104 **~~Subpart I. State.~~**

105 ~~"State" means the State of Minnesota.~~

106
107 **~~Subpart J. System.~~**

108 ~~"System" means Minnesota State Colleges and Universities, including the Board of Trustees,~~
109 ~~and its colleges, universities and System office. See Minnesota State Colleges and~~
110 ~~Universities.~~

111
112 **~~Subpart K. Operating instructions.~~**

113 ~~"Operating instructions" means instructions approved by the chancellor, chancellor's~~
114 ~~designee responsible for the area, or executive director of internal auditing, giving explicit~~
115 ~~direction, instructions or guidance on internal forms, processes and other administrative or~~
116 ~~managerial matters, consistent with Board policy and System procedure.~~

117
118 **~~Subpart L. System office.~~**

119 ~~"System office" means tThe central administrative and staff office under the direction and~~
120 ~~supervision of the chancellor.~~

121

122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165

Subpart M. System procedure-

~~"System procedure" means a~~ **A** procedure approved by the chancellor to implement **B**board policies. System procedures specify the manner in which policies, law, or managerial functions ~~must shall~~ be implemented by the colleges, universities and **S**system office.

Subpart N. Technical change-

~~"Technical change" means a~~ **A** change that does not alter the meaning of a **B**board policy or **S**system procedure, including correction of errors in spelling, case, or syntax, or format changes.

Part 4. Legal Basis-

The legal basis for the Board of Trustees and the Minnesota State Colleges and Universities is established under Minn. Stat. Ch. 136F.

Part 5. Rules of Procedures-

Robert's Rules of Order, in its most recent revised edition, ~~must shall~~ be the rules of procedure for all meetings to the extent that they are not inconsistent with law, these operating policies, or any special rule of the board.

Part 6. Board Policies and System Procedures-

Subpart A. General authority to enact policies-

The board is authorized by Minn. Stat. §136F.06, Subdivisions 1 and 2 to adopt suitable policies for the institutions it governs. These policies are broad general directions developed by the board to govern the colleges, universities, and system office. These policies are not subject to the administrative requirements of state agencies including public hearing examiners and contested case procedures required by Minn. Stat. Ch. 14.

Subpart B. Proposed changes to policies or procedures-

The chancellor may convene working groups or seek consultation from any party to develop a proposed policy or procedure change. Before the adoption of any change in **B**board policy or **S**system procedure other than a technical change, the proposed change must be:

1. Submitted to the chancellor's cabinet and presidents for review and comment.
2. Published for comment through electronic posting or transmission to interested parties.
3. Discussed with bargaining groups in meet and confer when required under a collective bargaining agreement.

Any **B**board policy change proposed by the **S**system's executive officers must be approved by the **C**chancellor or **C**chancellor's designee prior to submission to the board for consideration.

Subpart C. Pilots

166 After consultation with the board chair, vice chair and general counsel, the chancellor may
167 institute a pilot program. The chancellor may temporarily suspend applicable board policies
168 and system procedures to the extent necessary to implement the pilot. The board policies
169 and system procedures suspended by the pilot must be identified in the pilot proposal. The
170 chancellor shall inform the board of scheduled pilots before implementation, including the
171 specific policies being suspended and provide updates as appropriate.
172

173 **Subpart DE. Policy adoption-**

174 Each proposed Bboard policy change must shall be assigned to a committee by the chair, or
175 to the board meeting as a committee of the whole. The committee shall take the matter
176 under consideration and make such recommendations to the board as it deems
177 appropriate. Except for technical changes, final Bboard action must shall not occur earlier
178 than the calendar month following the first committee reading. Technical changes may be
179 approved by the board on its consent agenda and may be approved in the same month as
180 committee consideration of the proposed technical changes.
181

182 **Subpart ED. Suspension-**

183 Any provision of these policies may be suspended in connection with the consideration of a
184 matter before the board by an affirmative vote of two-thirds of the board.
185

186 **Subpart FE. System procedures-**

187 The chancellor is authorized to approve System procedures when necessary to provide
188 additional administrative instructions to Bboard policy or to other administrative actions.
189 These procedures must shall be made available electronically to the colleges, universities
190 and the general public in the same manner as Bboard policies.
191

192 **Subpart GF. Operating instructions-**

193 The chancellor, chancellor's designee responsible for the area, and executive director of
194 internal auditing are authorized to issue operating instructions consistent with Bboard
195 policy and System procedure.
196

197 **Subpart HG. College and university Campus policies and procedures-**

198 College and university Campus policies and procedures may be adopted by the president of
199 a college or university consistent with Bboard policy and System procedure.
200

201 **Subpart IH. Periodic review-**

202 The chancellor shall establish procedures to ensure that each Bboard policy and System
203 procedure is reviewed at least once every five years. The policy or procedure must shall be
204 reviewed to determine whether it is needed, that it is current and complete, not duplicative
205 of other policies, does not contain unnecessary reporting requirements or approval
206 processes, and is consistent with style and format requirements. The chancellor shall
207 periodically report to the board on the review of policies and may make recommendations
208 for amendment or repeal if appropriate.
209

210 **Subpart J. Form and effect.**

- 211 1. **Publication.** Board policies and system procedures ~~must shall~~ be maintained by the
212 chancellor in hard copy format and on the Minnesota State ~~system~~
213 website. Changes in ~~B~~board policies and ~~S~~system procedures ~~must shall~~ be entered
214 on the Minnesota State ~~System~~ website as soon as practicable, but not later than
215 ~~five~~ ten business days following board adoption of policy changes or chancellor
216 approval of procedures. The board ~~must shall~~ be notified when the policy and
217 procedure has been published.
- 218 2. **Format.** Board policies and ~~S~~system procedures must be written in accordance with
219 style and format standards established by the chancellor, and must include historical
220 notations on changes made.
- 221 3. **Effect.** In the event of a conflict between ~~B~~board policy and any ~~S~~system procedure
222 or operating instruction, campus policy or procedure, or ~~system guideline~~, ~~B~~board
223 policy ~~must shall~~ govern. In the event of a conflict between ~~S~~system procedure and
224 any campus policy or procedure, ~~S~~system procedure ~~must shall~~ govern.
- 225 4. **Severability.** Unless otherwise provided, the provisions of all ~~B~~board policies and
226 system procedures ~~must shall~~ be severable.

227
228 **Part 7. Legislative or Administrative Proposals.**

229 Interaction with the legislature and other state or federal agencies.

- 230
231 a. ~~System~~ Minnesota State **legislative or administrative positions or proposals.** The board
232 must have approved ~~System~~ Minnesota State proposals brought before Federal and
233 state legislatures or executive branches on behalf of the board, Minnesota State, ~~the~~
234 ~~System~~ or its institutions. Once board approval has been granted, all institutions are
235 expected to actively support ~~B~~board approved requests and to respect the priority of
236 the board. The board shall have a method for timely response to proposals or positions
237 not originated by the board, but which may affect the operation of Minnesota State.
238 ~~the System.~~
- 239
240 b. **Administrative or legislative appearances on Minnesota State Colleges and**
241 **Universities concerns.** Employees asked to provide expert testimony before Federal and
242 state legislatures or executive branches on legislative issues shall make every effort to
243 quickly accommodate requests, and shall notify the ~~System~~ Minnesota State
244 Government Relations Office of requests so ~~that~~ the board will be aware of appearances
245 and ~~so~~ the ~~O~~office may provide logistical support, background assessments, and other
246 assistance as needed. Employees covered by the ~~MnSCU~~ Minnesota State Personnel
247 Plan for Administrators, who are responsible for providing expert testimony on
248 legislative or State agency issues, and take positions contrary to the board, must
249 disclose at the outset that their testimony is contrary to the board's position.

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

Name: Academic and Student Affairs Committee

Date: November 19, 2019

Title: Innovation within Minnesota State

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

This presentation will provide a proposed framework for an applied, grassroots approach to innovation in Minnesota State. Presenters will discuss innovation in higher education and how, over the past several years, Minnesota State has fostered a culture of innovation and support for its growth at the campus and system levels. Examples of campus innovation, system funding opportunities, and a proposed framework to leverage Minnesota State's emerging innovation ecosystem will be discussed.

Scheduled Presenter(s):

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Kim Lynch, Senior System Director for Educational Innovations
Stephen Kelly, Open Education and Innovation Program Coordinator
Mary Rothchild, Senior System Director for Workforce Development
Michael Berndt, Interim President of Inver Hills Community College and Dakota County
Technical College
Robbyn Wacker, President of St. Cloud State University

**BOARD OF TRUSTEES
MINNESOTA STATE**

INFORMATION ITEM
INNOVATING TOWARD EQUITY 2030

BACKGROUND

Innovation is recognized as an important instrument to advance and address the prevalence of technological changes and an imperative to address the challenge of inequity in education and economic outcomes. During last spring’s Reimagining Minnesota State forum, “Innovative Models: Improving quality, increasing access and reducing costs through system-wide innovation,” the following questions were addressed:

1. How does Minnesota State foster a culture of innovation, collaboration and partnership, as we share responsibility for the achievement of key goals?
2. How will Minnesota State reimagine our approach to innovation to simultaneously serve the needs and expectations of the student body of the future, improve quality outcomes, and ensure the financial sustainability of the system?

As stated in a summary of the Reimagining Minnesota State, Innovative Models forum, “innovation is not a new concept but the rapidly changing environment that has become the hallmark of the 21st century and has made a capacity for deliberate innovation an important companion to technological developments. Innovation is rarely a single event nor does it follow a linear path. It more often than not combines knowledge and expertise from multiple fields and combines that knowledge in novel ways to solve new and existing problems.”

In addition to this framing statement, the Innovative Models forum identified three possible areas of focus for collaborative innovation:

- **Personalized, lifelong learning** that is learner-centered, flexible and personalized: Minnesota State will partner with our communities and industries to develop clear...educational pathways.
- **Equitable outcomes** that are intentional, equity-minded, and inclusive: Minnesota State will enhance the success of all students...by embedding diversity and inclusion practices across the system...”
- **Integrated learning models for the future** that support our faculty in the development of new pedagogical approaches, delivery models and learning outcomes...to prepare our graduates for success...

It was identified that the system needs to develop **innovation as a core competency** and must foster entrepreneurial, risk-tolerant, and evidence-based organizations in our colleges and

universities. To expand its capacity, Minnesota State needs to develop and identify promising internal and external innovations, test their impact and scale them across the system.

Another critical support is a “backbone” of advanced data and technology. As described by Louis Soares, a presenter at the innovation forum, data helps us understand diversity and direct efforts toward improvement, it helps identify and understand our ‘post-traditional’ learners, and the institutional models that may stand in the way of innovation and equity in student learning. We are moving from “learning stocks” to “learning flows” as demand for individual learning grows throughout a lifetime, often outside of traditional higher education, and as students, not institutions, stand at the center of that learning flow.

And, last, a critical support for innovation is to affirm a role for continuous learning, both at the system and for each of our seven state universities and thirty colleges. Design of an innovation ecosystem will take trial and error, deliberate evaluation, respect for grassroots ideas, and support for implementation at a deliberate and appropriate scale. Our willingness to *plan and design* an approach to innovation is not antithetical to these principles; instead it will leverage faculty and staff creativity and address barriers to scaling proven ideas.

PRESENTATION

Minnesota State supports two programs to encourage innovation and collaboration: (1) Innovation Funding (aka ‘Shark Tank’), which includes opportunities for seed, sustaining, and pay-it-forward grants, and (2) Multi-campus Collaboration program. Using an applied, grassroots approach, these funding programs offer colleges and universities an opportunity to learn from, support and scale creative and potentially transforming approaches to improving students’ academic lives.

Innovation funding has launched or grown projects in open educational resources, educational technology, applied learning in technical/clinical programs, pedagogical innovation, student resilience and success, equity and inclusion. Collaboration funding has built enterprise capacity by expanding program offerings, improving experiences for transfer students, faculty professional development, and prospective student outreach.

This applied approach to innovation and collaboration is yielding results but could benefit from greater coordination to leverage investment and offer more Minnesota State colleges and universities opportunities to benefit from proven innovations. By creating deliberate links from innovation to operations, the system can ensure adoption of *proven* ideas with broader implementation. This presentation will outline ideas to further develop pathways for innovation coupled with a plan to evaluate and scale proven innovations.



Academic and Student Affairs
November 19, 2019

Innovating Toward Equity 2030

An Applied and Grassroots Approach to Innovating in Higher Education

Success in Innovation is about process



Creating the conditions necessary for broad, meaningful, and lasting change

Old vs. New Mental Models of Innovation

Old Mental Model	New Mental Model
<ul style="list-style-type: none">• Inventers invent	<ul style="list-style-type: none">• Innovation is a disciplined process grounded in an understanding of need, based on close observation
<ul style="list-style-type: none">• Innovation is everyone's job	<ul style="list-style-type: none">• Innovation requires dedicated resources
<ul style="list-style-type: none">• Leadership commissions innovation and then awaits its products	<ul style="list-style-type: none">• Leadership conscientiously links innovation and operations together to ensure implementation and adoption of proven new ideas
<ul style="list-style-type: none">• There is a specific way to innovate and create value	<ul style="list-style-type: none">• Organizations use multiple innovation methods, matched to customer needs
<ul style="list-style-type: none">• Innovations are found and developed within an organization	<ul style="list-style-type: none">• The organization is open to new ideas from anywhere

Source: Institute *for* Healthcare Improvement

INNOVATION FUNDING SHARK TANK OPEN

- How it started
- What we do
- Why we did it
- What we've learned
- How we've evolved



SHARK TANK OPEN

Congratulations

to Shark Tank Open innovation
funding recipients from

Lake Superior College

with the project



MULTI-CAMPUS COLLABORATION

Applications must address a gap in educational programming or student services that can be best met through collaboration and will:

- ✓ Extend and strengthen our capacity
- ✓ Address opportunity gaps
- ✓ Support innovative practices

Three rounds of awards to date:

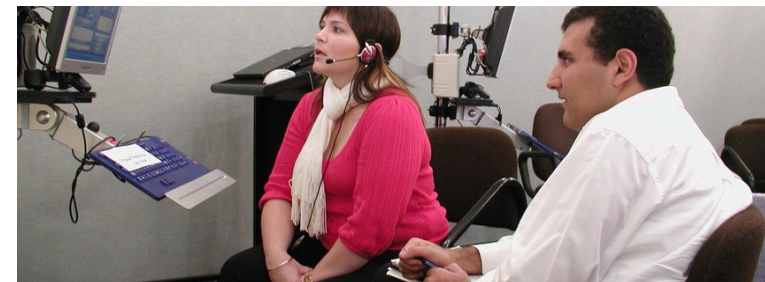
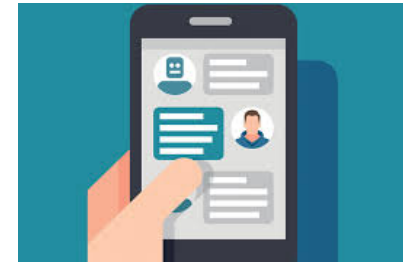
- 36 awards totaling \$3,398,000...out of
- 88 applications totaling \$9,667,000
- 80 percent of awardees report potential for system-wide or regional impact



col·lab·o·ra·tion

noun

Two or more people working together towards shared goals



A BEN & JERRY'S COLLABORATIVE MODEL

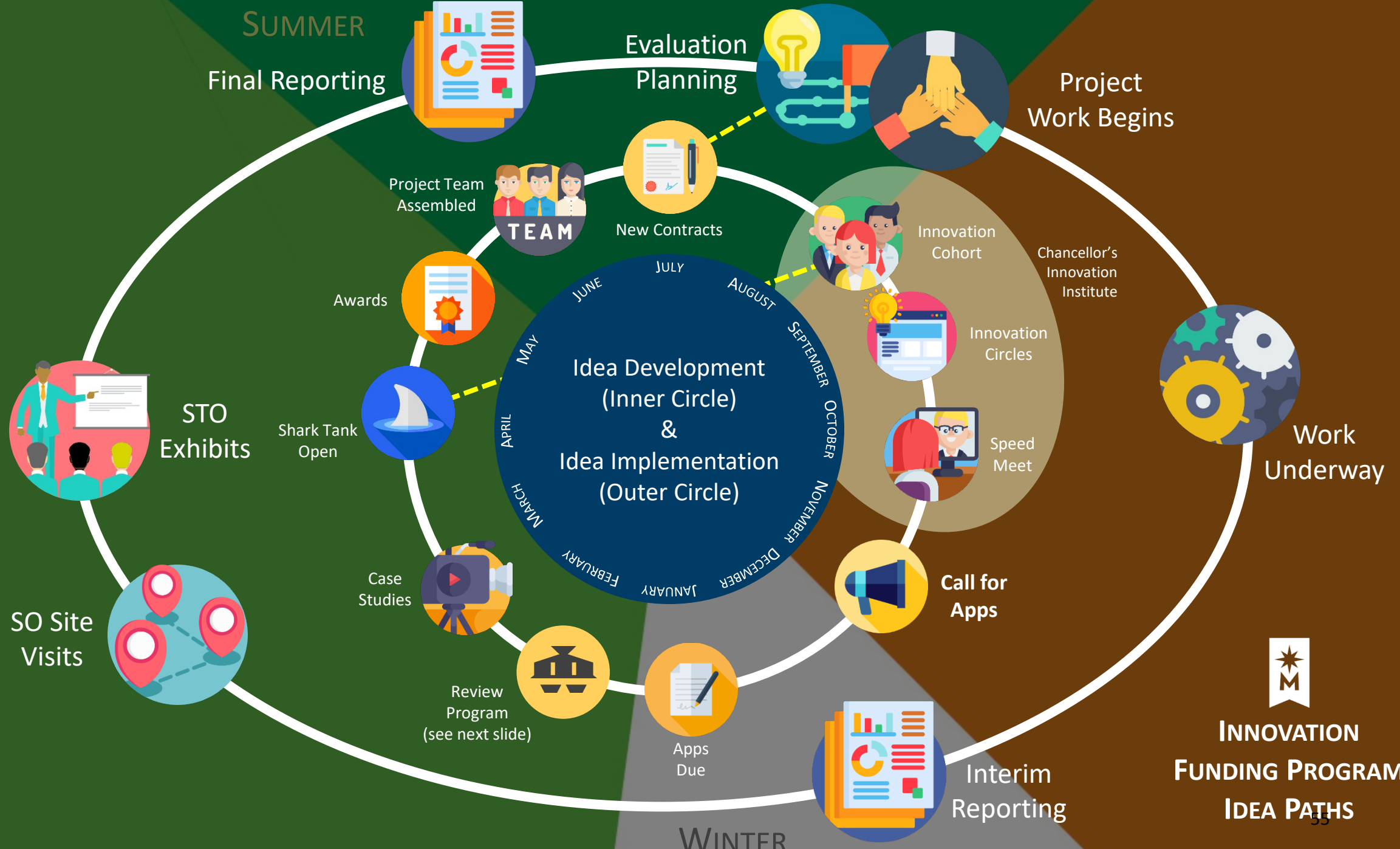


SPRING SEMESTER

FALL SEMESTER

SUMMER

WINTER



Final Reporting

Evaluation Planning

Project Work Begins

Project Team Assembled

New Contracts

Innovation Cohort

Chancellor's Innovation Institute

Awards

Innovation Circles

STO Exhibits

Shark Tank Open

Idea Development (Inner Circle) & Idea Implementation (Outer Circle)

Speed Meet

Work Underway

SO Site Visits

Case Studies

Call for Apps

Review Program (see next slide)

Apps Due

Interim Reporting

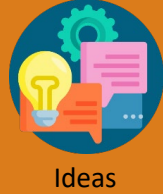
INNOVATION FUNDING PROGRAM IDEA PATHS



IDEAS



Promote
Inspire
Gather



Ideas

APPLICATIONS



Equity



INNOVATION FUNDING PROGRAM REVIEW PROGRAM

APPLICATION REVIEW



IMPORTANT CONSIDERATIONS:

- # OF CAMPUSES
- FUNDING HISTORY
- EVALUATIVE HISTORY



Campuses



+ Volunteers



= Review

Single Campus

- Sm. + Lg. Seed
- Sustaining
- Match**

Multi-Campus (2 – 9 campuses)

- Pay-It-Forward
- Collaboration

System (10+ Campuses)

- Scale*
- Gale**

LEADERSHIP TEAM



REVIEW

DETERMINATION



ALIGN:

- Mission
- Goals / Needs
- Evidence

SYSTEM



OFFICE

SO Units & Councils

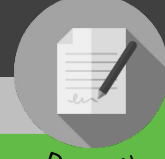
SYSTEM



OFFICE

Chancellor

CHANCELLOR



DECISION

EVALUATION



Partner on the Journey



Idea
Development

Idea
Implementation

Growing a campus culture for innovation: Challenges and opportunities

- Michael Berndt, Interim President of Inver Hills Community College and Dakota County Technical College
- Robbyn Wacker, President of St. Cloud State University

Discussion Questions

1. Does this future ecosystem address Reimagining Minnesota State's big questions:
 - ✓ *How does Minnesota State foster a culture of innovation, collaboration, and partnership as we share responsibility for the achievement of our key goals?*
 - ✓ *How do we empower our employees and students to be active innovators and collaborators?*
2. If we mature this ecosystem over the next 2-3 years and return to you with the results, what would success look like from your perspective?
3. What are we missing, and how can we ensure that this work best supports our Equity 2030 goal?

Background*

- Innovation Funds
 - Overview
 - Outcomes videos
- Multi-Campus Collaboration Program - Overview

**See pocket item for project summaries, innovation grantee handbook, and innovation and multi-campus collaboration annual reports*

Innovation Funds – Overview

Yearly Grant Distribution	Shark Tank Open Event
<ul style="list-style-type: none"> FY16 - \$249,840 (<i>Shark Tank</i>) / \$157,136 (<i>Open Text</i>) FY17 - \$210,830 (<i>Shark Tank</i>) / \$240,903 (<i>Open Text</i>) FY18 - \$314,659 (<i>Innovation</i>) FY19 - \$341,519 (<i>Innovation</i>) FY20 - \$250,000 - \$300,000 (provisional) 	<p>Shark Tank Open Attendance</p> <ul style="list-style-type: none"> 2016 – 143 registrants 2017 – 137 registrants 2018 – 173 registrants 2019 – 214 registrants <p><i>The next Shark Tank Open is March 26, 2020</i></p>
Types of Grants	Categories of Grants
<p>Seed Grants (<i>for new projects</i>)</p> <ul style="list-style-type: none"> Up to \$25,000 – Compete at the Shark Tank Open Up to \$10,000 – Competitive proposal process <p>Sustaining Grants (<i>for past funded projects</i>)</p> <ul style="list-style-type: none"> Up to \$10,000 – Competitive proposal process <p>Pay-It-Forward (<i>for replicating projects</i>)</p> <ul style="list-style-type: none"> Up to \$10,000 – Competitive proposal process 	<ul style="list-style-type: none"> Open Text/Open Educational Resources (28) Online Learning / Educational Technology (14) Applied Learning in Technical/Clinical Programs (10) Pedagogical Innovations (12) Student Resilience / Success (8) Student Services (10) Equity and Inclusion (6)

Innovation Funds: Project Outcomes Videos

Shark Tank Open:

- Lake Superior College/"Burn Box" Firefighter Training
- Minneapolis Community & Technical College/"Out of the Shadows" Book Project using Open Educational Resources to Share Authentic Stories
- Minnesota State Community & Technical College/"Keeping It Cool" Commercial Refrigeration
- Minnesota State University, Mankato/"Apple of My Eye Clinical Instruction" Enhanced by "Bug in the Eye" Technology
- Rochester Community and Technical College/Virtual Reality Laboratory
- Southwest Minnesota State University/Open Educational Resources and Online Textbooks
- Winona State University/Mobile Computing Laboratory ("McLab")
- Minnesota State College Southeast / "Student Learner Hub" – A school/work partnership program
- Cloud Technical & Community College / "eOrientation" for students
- Minnesota State University, Mankato and Century College / "Dreaming by Degrees" and the Finding Your Place Podcast series

View video clips at <https://www.minnstate.edu/stories/shark>

Multi-Campus Collaboration Program – Overview

Grant Categories – 2018 and 2019

- | | |
|---|---|
| <ul style="list-style-type: none">• Student enrollment, retention, guidance and advising (5)• Academic or student support technologies (5) | <ul style="list-style-type: none">• Curriculum and delivery (8)• Teaching and learning (5)• Regional planning (1) |
|---|---|

Focus Areas

Capacity-Building

- Expanded programs
- Transfer
- Faculty professional development
- Prospective student outreach

Reducing Opportunity Gaps

- Serving non-traditional students
- Dual-enrollment programs
- Anti-racist pedagogy

Innovation

- Modes of delivery
- Communities of practice with technologies
- Administrative best practices & barriers
- Culture of cooperation

Sustainability

- Internal generation of revenue
- External resources
- Shared vision
- Cost-effectiveness analysis



MINNESOTA STATE

Audit Committee
November 19, 2019
2:30 p.m.

Bemidji State University – Crying Wolf Room

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 October 15, 2019 (pages 1-2)**
2. **FY2019 and FY2018 Audited Financial Statements and Student Financial Aid Audit (pages 3-38)**
3. Proposed Amendment to Board Policy 1D.1 Office of Internal Auditing - First Reading (pages 39-50)
4. **Internal Auditing Services - Authorization to Negotiate Baker Tilly Virchow Krause, LLP Contract Extension (pages 51-55)**
5. **External Auditing Services - Authorization to Negotiate CliftonLarsonAllen, LLP Contract Extension (pages 56-61)**

Committee Members:

George Soule, Chair
Michael Vekich, Vice Chair
Bob Hoffman
Jerry Janezich
April Nishimura

Presidential Liaisons:

Richard Davenport
Stephanie Hammitt

Bolded items indicate action is required.



**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
AUDIT COMMITTEE MEETING MINUTES
October 15, 2019**

Audit Committee Members Present: Trustees George Soule, April Nishimura, Robert Hoffman, Jerry Janezich and Michael Vekich.

Audit Committee Members Absent: None.

Other Trustees Present: Trustees Ashlyn Anderson, Alex Cirillo, Jay Cowles, and Cheryl Tefer.

The Minnesota State Colleges and Universities Audit Committee held its meeting on October 15, 2019, in the 4th Floor McCormick Room, 30 East 7th Street in St. Paul. Trustee Nishimura called the meeting to order at 1:35 p.m.

1. Minutes of June 18, 2019

The minutes of the June 18, 2019 audit committee were approved as published.

Mr. Wion, Executive Director of the Office of Internal Auditing, stated that in November the external audit firm, CliftonLarsonAllen, will present the results of the financial statement audit work. CliftonLarsonAllen will give an opinion on Minnesota State's system wide, Revenue Fund, and Itasca Community College's Student Housing financial statements. In advance of that meeting, Audit Committee members will be provided with a three-ring binder containing draft financial statements, as well as a coversheet for each set of financial statements that will highlight the auditor's opinion, the financial results, and any notable financial transactions. Interim Vice Chancellor Bill Maki and Executive Director Wion have reserved time the first week in November to be available to meet privately with Audit Committee members to review the draft financial statements in detail.

2. New Internal Audit Charter

Mr. Eric Wion introduced the audit committee presidential liaisons, President Richard Davenport and President Stephanie Hammitt.

Mr. Wion explained that the new charter was developed to replace the current charter which was embedded in Board Policy 1D.1, Office of Internal Auditing. The new charter aligns with industry practices and provides greater flexibility. The original draft was reviewed by the prior Audit Committee Chair and Vice Chair, Baker Tilly, Chancellor Malhotra and the Cabinet. The draft was also reviewed with committee members over the last several weeks.

An Internal Audit Charter is a formal document that defines internal audit's purpose, authority, responsibility and position within an organization. It is required by International Standards for the *Professional Practice of Internal Auditing (Standards)* promulgated by the Institute of

Internal Auditors. The audit executive must periodically review the charter and present it to senior management and the board for approval.

Trustee Soule called for a motion to approve the new Internal Audit Charter. Trustee Vekich made the motion, it was seconded. There was no dissent and the motion carried.

3. Roles and Responsibilities of Audit Committee Members

Mr. Wion began by explaining that board policy requires annual training for audit committee members. Training and reference materials were emailed to committee members in September 2019 and Mr. Wion met individually with each committee member in October.

Audit Committee members are responsible for assisting the board in fulfilling its oversight responsibility for Minnesota State's system of internal control, the audit process, and compliance with legal and regulatory requirements. They provide ongoing oversight of internal and external audits. They have authority to direct Internal Auditing to conduct any investigations, audits, or other assurance-related projects or provide professional advice on matters within its scope of responsibility.

Mr. Wion stated that he was personally committed to leading an office that provides the board with credible, professional services. Organizationally, the Office of Internal Auditing is structured to ensure its independence by reporting directly to the Audit Committee, and the internal audit staff take great care to avoid assignments or relationships that would compromise their independence and objectivity. Mr. Wion pledged to remain independent and objective in his role as Executive Director and he stated that he looked forward to working with the committee this year.

Trustee Cowles asked if the executive director and the staff take ongoing training throughout to stay current with industry standards. Mr. Wion explained that he and each of his staff develop professional development plans each year. He added that he and his staff also maintain different certifications and each one requires professional development each year. He noted that they take great care to maintain those certifications.

Trustee Cowles asked if the Office of Internal Auditing worked within a network of other higher education internal audit peer groups. Mr. Wion explained that there were a variety of auditing associations available. The Association of College and University Auditors is one of these organizations and within that organizations is an informal group of audit leaders from higher education systems that stay in contact with one another, ask questions and share information.

Trustee Soule thanked President Davenport and President Hammitt for their willingness to serve as liaisons to the audit committee.

The meeting adjourned at 1:53 p.m.

Respectfully submitted by Darla Constable

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

Name: Audit Committee

Date: November 19, 2019

Title: FY2019 and FY2018 Audited Financial Statements and Federal Student Financial Aid Audit

Purpose (check one):

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

Brief Description:

Board Policy requires the audit committee to review and discuss the results of each audit engagement with the independent auditor and management prior to recommending that the board release the audited financial statements.

Minnesota State's external auditors, CliftonLarsonAllen, LLP, will discuss the results of three recently completed financial statement audits: Systemwide, Revenue Fund, and Itasca Community College Student Housing Funds, Itasca Hall and Wenger Hall (ICCSH). These audits provide the Board and other users of the financial statements with reasonable assurance that the information is materially accurate and reliable. Auditing standards also require the audit firm to convey certain required communications, including any significant deficiencies or material weaknesses in internal controls, to the Audit Committee.

The auditors will also discuss the results of its recently completed federal student financial aid compliance audit. Federal law requires an annual audit of major federal financial assistance programs, including the student financial aid programs.

Scheduled Presenter(s):

Eric Wion, Executive Director of Internal Auditing
Bill Maki, Interim Vice Chancellor - Chief Financial Officer
Don Loberg, Managing Principal with CliftonLarsonAllen, LLP
Brenda Scherer, Signing Director with CliftonLarsonAllen, LLP
Chris Knopik, Principal with CliftonLarsonAllen, LLP

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

ACTION ITEM

FY2019 and FY2018 Audited Financial Statements and Federal Student Financial Aid Audit

BACKGROUND

Board Policy 1A.2, part 5, subpart E requires the audit committee to “review and discuss the results of each audit engagement with the independent auditor and management prior to recommending that the board release the audited financial statements.”

FINANCIAL STATEMENTS

CliftonLarsonAllen,LLP (CLA) has audited the following financial statements as of and for the years ended June 30, 2019 and 2018:

- Systemwide
- Revenue Fund
- Itasca Community College Student Housing Funds, Itasca Hall and Wenger Hall (ICCSH)

Copies of the audited financial statements were provided to members of the Audit Committee for review prior to the November committee meeting. Public copies of reports will be available on Minnesota State’s financial reporting website.

STUDENT FINANCIAL AID AUDIT

CLA has conducted, as required, a compliance audit of Minnesota State’s federal student financial aid programs for the year ended June 30, 2019.

Minnesota State’s 2019 Schedule of Expenditures of Federal Awards Report for the Year Ended June 30, 2019 was prepared by CliftonLarsonAllen, LLP as part of its responsibilities as the system auditor for Minnesota State. The results of this report will be incorporated into the State of Minnesota’s Single Audit report that will be released in late March and available on the Minnesota Management and Budget website. Copies of the State of Minnesota’s Single Audit report will also be available on Minnesota State’s financial reporting website.

RECOMMENDED COMMITTEE ACTION:

The Audit Committee has reviewed the fiscal year 2019 audited financial statements and discussed them with representatives of management and Minnesota State’s external auditing firm. The committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED MOTION:

Based on the review and recommendation of the Audit Committee, the Board of Trustees approves the release of the fiscal year 2019 audited financial statements as submitted.

Date Presented to the Board of Trustees: November 19, 2019



NOVEMBER 19-20, 2019

Office of Internal Auditing

Audit Committee

FY2019 AND FY2018 AUDITED FINANCIAL STATEMENTS AND FEDERAL STUDENT FINANCIAL AID COMPLIANCE AUDIT

Presented by CliftonLarsonAllen

Minnesota State Colleges and Universities Audit Presentation

Year Ending June 30, 2019

November 19, 2019

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor



Create Opportunities

Overview

Scope

Student Financial Aid

Financial Statement Audit

Governance Communication

Scope of Audit

System-wide
Financial
Statement

Itasca CC –
Student
Housing

Revenue Fund

Student
Financial Aid

IT Procedures



Student Financial Aid

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor

Audit Approach – Student Financial Aid

- Rotation of internal control policies and procedures

- Random Sample of students selected from all students within the System receiving awards under the federal student financial assistance (FSA) cluster

- Other samples selected for various compliance testing applicable to federal FSA programs as required under the Uniform Guidance Compliance Supplement (e.g. Reporting, Perkins testing)

Audit Results – Student Financial Aid

Opinion

- Unmodified opinion on compliance

Results

- No material weaknesses
- One finding that was a significant deficiency

Findings

Significant Deficiency

- Perkins ESCI Contract (Third Party Loan Servicer): missing a required disclosure



Financial Statement Audit

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor

Auditors' Responsibilities

Opine on the Fairness of the Presentation of the Financial Statements as a Whole

Understand Key Internal Controls but not to Opine on the Controls

Communicate Control Issues Observed During the Audit Process



Financial Statement Audit Process - Risk Assessment



Audit Approach - Financial Statement Audit

- Rotation of procedures so all colleges/universities are included over a three year basis as well as rotating audit areas so each college/university is included in some form each year

- IT Procedures – testing of the SCUPPS, ISRS Module, E-Time, Marketplace

- Internal Controls – Understanding design and walkthrough of effectiveness as well as expanded tests of certain controls

- Reliance on other independent auditors (foundations, OLA, TIAA)

Audit Results – System-Wide

Adjustments and Results

- No material audit adjustments
- No material weaknesses
- No significant deficiencies

Opinion

- Unmodified opinion – financial statements

Audit Results – Individual Audits

IT Procedures

No opinion issued

Supports all F/S and compliance audits

Itasca CC – Student Housing

Unmodified opinion

No material weaknesses

No significant deficiencies

No written comments

Revenue Fund

Unmodified opinion

No material weaknesses

No significant deficiencies

No written comments

Governance Communication Letter

Overall

- Purpose is to provide an update on the audit since the planning meeting
- No changes in scope of audit
- Future year – GASB 84, 87, & 90

Estimates

- Depreciable lives
- Allowance for doubtful accounts
- Compensated absences
- Unearned revenue
- Scholarship allowance
- Other postemployment benefits liability
- Net pension items
- Fair value of investments
- We are comfortable with management's estimate

Difficulties

- No difficulties encountered
- No disagreements encountered
- No other findings to report

Other

- No material adjustments recorded
- No uncorrected misstatements
- Management representation letter will be signed at conclusion of engagement

Questions and Feedback

We welcome any questions pertaining to the audit, governance communication letter, management letter or other matters related to the engagement

We appreciate the opportunity to serve as the auditors for the Minnesota State Colleges and Universities system and welcome any feedback relative to our performance





Don Loberg, CPA
Principal
Ph. 612/397-3064
Don.Loberg@CLAconnect.com

Chris Knopik, CPA, CFE
Principal
Ph. 612/397-3266
Christopher.Knopik@CLAconnect.com

Brenda Scherer, CPA
Signing Director
Ph. 612/376-4626
Brenda.Scherer@CLAconnect.com





FY2019 AND FY2018 AUDITED FINANCIAL STATEMENTS AND FEDERAL STUDENT FINANCIAL AID COMPLIANCE AUDIT

Presented by Interim Vice Chancellor Bill Maki

PRESENTATION OVERVIEW

- Overall Audit Results
- Minnesota State FY2019 and FY2018 results
- GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* impacts on financial reporting – included in both fiscal years
- Excluding the effects of GASB 68 & 75, Minnesota State FY2019 and FY2018 results



OVERALL PICTURE

- Unmodified/unqualified opinion on the financial statements
- Unmodified opinion on compliance for the single audit on student financial aid
- GASB 68/75 had a substantial impact on the reported condition of the system colleges and universities
- Excluding the effects of GASB 68/75, the financial condition of the system colleges and universities for FY2019 is similar to the FY2018 results

STUDENT ENROLLMENT

- Full Year Equivalents (FYE)
 - 126,094 FYE (FY2019) vs. 128,830 FYE (FY2018)
 - 2.1% decrease from FY2018
 - Current outlook for FY2020 is 122,994
- Headcount
 - 239,288 students (FY2019) vs. 244,825 students (FY2018)
 - 2.3 percent decrease from FY2018

FY19 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (SINGLE AUDIT)

Summary of Federal Expenditures (including Loans) (\$ in Thousands)		
	FY2019	FY2018
Perkins Loans	\$ 25,032,467	\$ 33,985,589
Nursing Loans	18,147	20,198
Student Direct Loans	436,872,348	480,166,479
Total Loans	\$ 461,922,962	\$ 514,172,266
Student Financial Assistance	262,570,022	261,813,516
Other Federal Programs	33,255,592	36,748,617
Total Federal Expenditures:	\$ 757,748,576	\$ 812,734,399

SUMMARY FINANCIAL RESULTS

- All colleges and universities reported an operating gain in FY2019. Substantially attributable to the GASB 68/75 effects.

\$2.06 billion total revenues 1.1% compared to FY2018

\$1.62 billion net position 19.5% compared to FY2018

- College & University operating reserve
 - \$105.4 million, increase of \$0.8M compared to 2018
 - 6.7% of general fund revenue; Board requirement = 5–7 %
- System Office operating reserve
 - 1.7% of total state appropriation revenue; Board maximum = 2%

FY2019 AND FY2018 ADJUSTED FOR NEW LONG TERM PENSION AND OPEB REPORTING REQUIREMENTS

- Additional significant adjustments in FY2019
 - FY2019 operating results substantially adjusted
 - FY2019 balance sheet substantially adjusted
- Impact will continue with all future statements, introducing more volatility to the accrual based results
- The impact is distributed across all colleges and universities based on attribution assumptions

GASB STATEMENTS NO. 68 AND NO. 75 EFFECT

- GASB 68 and GASB 75 have 4 components on the Statements of Net Position
 - Net pension liability \$ 322.7 million
 - Other compensation benefits 70.1 million
 - Deferred inflow of resources of 935.9 million
with an offset to
 - Deferred outflows of resources (619.9) million
 - Total downward impact on net position \$ 708.8 million
- Compares to \$947.1 million downward adjustment in FY2018

SUMMARY FINANCIAL RESULTS

(EXCLUDING THE EFFECTS of GASB 68 & 75)

- Excluding the effects of GASB 68 & 75, the system reports a \$38.9M loss, a decline of \$49.1M from FY2018.
- Excluding the effects of GASB 68 & 75, total operating/nonoperating expenses also increased by 1.8 percent primarily in compensation costs.
- FY2019 adjusted operating margins were relatively stable compared to FY2018 (less than 2% of operating expenses).

STATEMENTS OF NET POSITION

Assets, Liabilities and Net Position (\$ in Thousands)

Fiscal Year	FY2019	FY2018	FY2017
Total Assets	\$3,298,089	\$3,296,046	\$3,249,961
Deferred Outflows of Resources	621,822	891,778	1,249,374
Total Assets and Deferred Outflows of Resources	3,919,911	4,187,824	4,499,335
Total Liabilities	1,363,776	2,334,463	2,895,830
Deferred Inflows of Resources	939,920	500,508	110,346
Total Liabilities and Deferred Inflows of Resources	2,303,696	2,834,971	3,006,176
Total Net Position	\$1,616,215	\$1,352,853	\$1,493,159

- Top line Total Assets (before Deferred Outflows) increased \$2.0M
- Total Liabilities decreased in FY2019 by \$970.7M after a \$561.4M decrease in FY2018 (movement primarily due to changes in Net Pension Liability due to GASB 68)

STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

Revenues, Expenses and Net Position (\$ in Thousands)

Fiscal Year	FY2019	FY2018	FY2017
Total Revenues	\$2,059,059	\$2,036,548	\$1,984,392
Total Expenses	1,795,697	2,176,854	2,204,298
Change in Net Position	\$263,362	(\$140,306)	(\$219,906)

- Total revenue increased by \$22.5M primarily due to an increase in capital appropriation of \$34.1M, offset by decreases in state appropriation and tuition and fees.
- Operating expenses decreased by \$381.2M primarily due to a \$387.2M decrease in compensation expense.
- Excluding GASB 68/75, total expenses increased by only \$36.3M or 1.8 percent.
- Excluding GASB 68/75 effect, the result is a \$25.0M increase in the “Change in Net Position” in FY2019 compared to \$38.8M increase in FY2018.

CHANGES IN NET POSITION

FY 2019 VS. FY 2018

WITH GASB 68/75

Revenues/(Expense) (in Thousands)			
Components and changes	FY2019	FY2018	Change
Revenue from students, net of financial aid	\$ 801,381	\$ 813,400	\$ (12,019)
State appropriation revenue	724,802	731,500	(6,698)
Federal and state grant revenue	394,719	399,811	(5,092)
Compensation Expense	(1,132,891)	(1,520,140)	387,249
All other revenues/(expenses), net	(524,649)	(564,877)	40,228
Change in Net Position	\$ 263,362	\$ (140,306)	\$ 403,668

- Compensation expense change includes \$238.3M related to GASB Statements No. 68 & 75, excluding this the change was \$30.2M, or 2.3%

COMPOSITE FINANCIAL INDEX - CFI

- FY2019 CFI = 2.26 (without GASB 68/75)
- FY2018 CFI = 2.43 (without GASB 68/75)
- FY2017 CFI = 1.98 (without GASB 68/75)

- FY2019 CFI = 3.03 (with GASB 68/75)
- FY2018 CFI = (1.60) (with GASB 68/75)
- FY2017 CFI = (1.29) (with GASB 68/75)

OVERALL PICTURE

- Unmodified/unqualified opinion on the financial statements
- Unmodified opinion on compliance for the single audit on student financial aid
- GASB 68/75 had a substantial impact on the reported condition of the system colleges and universities
- Excluding the effects of GASB 68/75, the financial condition of the system colleges and universities for FY2019 is similar to the FY2018 results

RECOMMENDED MOTION

- ***Committee Motion:*** *The audit committee has reviewed the fiscal year 2019 audited financial statements and discussed them with representatives of management and the system's external auditing firm. The committee recommends that the Board of Trustees adopt the following motion:*
- ***Recommended Motion:*** *Based on the review and recommendation of the audit committee, the Board of Trustees approves the release of the fiscal year 2019 audited financial statements as submitted.*



MINNESOTA STATE

THANK YOU

30 East 7th Street
St. Paul, MN 55101

651-201-1800
888-667-2848



MINNESOTA STATE IS AN EQUAL OPPORTUNITY EMPLOYER AND EDUCATOR

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

Name: Audit Committee

Date: November 19, 2019

Title: Proposed Amendment to Board Policy 1D.1 Office of Internal Auditing (First Reading)

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

An amendment to Board Policy 1D.1, Office of Internal Auditing, is proposed to remove duplicative and operational items that are contained in and most appropriate for the department's new Internal Auditing Charter that was approved by the Audit Committee and Board in October 2019. Other important provisions, such as the department's reporting structure and authority to conduct engagements, remain in the proposed amended policy.

Scheduled Presenter(s):

Eric Wion, Executive Director of Internal Auditing

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

ACTION ITEM
PROPOSED AMENDMENT TO BOARD POLICY 1D.1 OFFICE OF INTERNAL AUDITING (FIRST READING)

BACKGROUND

An amendment to Board Policy 1D.1, Office of Internal Auditing, is proposed to remove duplicative and operational items that are contained in and most appropriate for the department's new Internal Auditing Charter that was approved by the Audit Committee and Board in October 2019. Other important provisions, such as the department's reporting structure and authority to conduct engagements, remain in the policy.

Board Policy 1D.1 previously served as the department's charter. Moving the charter out of board policy aligns the department's practices with common industry practices while providing the department and the Audit Committee greater flexibility and ease to revise the charter as internal auditing standards or practices change.

Date Presented to the Board of Trustees: November 19, 2019

PROPOSED AMENDMENT TO BOARD POLICY 1D.1 OFFICE OF INTERNAL AUDITING - FIRST READING

Proposed Amendment 1D.1

- Removes redundancy and language most appropriate for Internal Auditing's charter, rather than policy
 - New charter approved in October 2019
 - Old charter previously embedded in board policy
- Key provisions remain, including
 - Reporting structure
 - Charter requirements
 - Authorization to conduct engagements
 - Reporting requirements
 - Data



Board Policy 1D.1 Office of Internal Auditing

Part 1. Internal Auditing

Internal auditing is an independent, objective, and forward looking function designed to add value and improve the operations of Minnesota State. It offers a variety of services including assurance, advisory, and fraud inquiry and investigation support services.

Part 2. Authority and Responsibilities

Subpart A. Reporting Structure

The executive director reports functionally to the Board of Trustees through the chair of the Audit Committee and administratively to the chancellor. The executive director has direct and unrestricted access to the board.

Subpart B. Internal Audit Charter

The executive director shall develop, and the office and its staff will adhere to an Internal Auditing Charter consistent with *International Standards for the Professional Practice of Internal Auditing*. The executive director shall annually review the charter and present any changes and updates to the Audit Committee for approval.

Subpart C. Authorization to Conduct Engagements

Internal auditing is authorized to:

- Have full, free, and unrestricted access to all Minnesota State functions, records, property, and personnel pertinent to carrying out any engagement, subject to accountability for confidentiality and safeguarding of records and information in compliance with the Minnesota Data Practices Act and other applicable laws.
- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish engagement objectives, and issue reports.
- Obtain assistance from the necessary personnel of Minnesota State, as well as other specialized services from within or outside Minnesota State, in order to complete an engagement.

Subpart D. Fraud Inquiry and Investigation Support Services

Fraud Inquiry and Investigation Support Services are intended to augment the efforts of colleges and universities to ensure that evidence of fraud or dishonest acts is investigated professionally and promptly. Internal auditing shall consult with legal counsel on any issues that may involve criminal action or reveal potential legal exposure. Internal auditing shall notify the legislative auditor as required by state law.

Subpart E. Reporting Significant Violations and Other Matters

The executive director has the right and responsibility to report to the board any circumstances that are significant violations of internal controls, board policy or system procedures and any other matters that the executive director believes warrant notification. The executive director has the right and responsibility to report any matters to the chancellor and presidents that warrant their notification or will assist them in improving their operations.

Subpart F. Reporting Project Results

The executive director will report to the Audit Committee and management the results of completed assurance and advisory projects.

Part 3. Internal Auditing Data

In accordance with Minn. Stat. § 13.392, subd. 1, data notes, and preliminary drafts of reports created, collected, and maintained by internal auditing are confidential data on individuals or protected nonpublic data while work is in progress. The final report is public data, except as provided under Minn. Stat. Ch. 13 or other applicable law.

In accordance with Minn. Stat. § 13.392 subd. 2, data on an individual supplying information for an audit or investigation that could reasonably be used to determine the individual's identity, must be classified as private data on individuals if the information supplied was needed for an audit or investigation and would not have been provided to internal auditing without an assurance to the individual that the individual's identity would remain private.

Related Documents

To view any of the following related 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. Ch. 13 Government Data Practices Act
- Minn. Stat. § 13.392 Internal Auditing Data

Date of Adoption: 07/19/00

Date of Implementation: 07/19/00

Date of Last Review: XX/XX/19

Date and Subject of Amendments:

X/X/19 – As a result of internal auditing developing a separate Internal Auditing Charter in compliance with the *International Standards for the Professional Practice of Internal Auditing*, the policy was amended to remove language that was duplicative and addressed operational matters that were not needed in board policy.

06/17/15 - Amended throughout to clean up language and comply with changes to the International Standards for the Professional Practice of Internal Auditing.

11/16/11 - Amended throughout to clean up language and comply with International Standards for the Professional Practice of Internal Auditing. Removed Part 5c, Consulting Services.

07/19/00 - repealed MnSCU Policy 7.2 Parts 1-2 & 4-7.

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

BOARD POLICY		1D.1
Chapter	1	SYSTEM ORGANIZATION AND ADMINISTRATION
Section	D	Office Of Internal Auditing

1D.1 OFFICE OF INTERNAL AUDITING

Part 1. ~~Mission.~~ Internal Auditing

~~The mission of the office of internal auditing is to provide independent, objective assurance and consulting activity designed to add value and improve the operations of the Minnesota State Colleges and Universities. Internal auditing helps the board, chancellor, presidents, and other levels of management accomplish their objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. Internal auditing is an independent, objective, and forward looking function designed to add value and improve the operations of Minnesota State. It offers a variety of services including assurance, advisory, and fraud inquiry and investigation support services.~~

Part 2. ~~Vision Statement.~~ Authority and Responsibilities

~~The office of internal auditing is a catalyst for improvement.~~

Subpart A. Reporting Structure

~~The executive director reports functionally to the Board of Trustees through the chair of the Audit Committee and administratively to the chancellor. The executive director has direct and unrestricted access to the board.~~

Subpart B. Internal Audit Charter

~~The executive director shall develop, and the office and its staff will adhere to an Internal Audit Charter consistent with International Standards for the Professional Practice of Internal Auditing. The executive director shall annually review the charter and present any changes and updates to the Audit Committee for approval.~~

Subpart C. Authorization to Conduct Engagements

~~Internal auditing is authorized to:~~

- ~~• Have full, free, and unrestricted access to all Minnesota State functions, records, property, and personnel pertinent to carrying out any engagement, subject to accountability for confidentiality and safeguarding of records and information in compliance with the Minnesota Data Practices Act and other applicable laws.~~

- Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques required to accomplish engagement objectives, and issue reports.
- Obtain assistance from the necessary personnel of Minnesota State, as well as other specialized services from within or outside Minnesota State, in order to complete an engagement.

Subpart D. Fraud Inquiry and Investigation Support Services

Fraud Inquiry and Investigation Support Services are intended to augment the efforts of colleges and universities to ensure that evidence of fraud or dishonest acts is investigated professionally and promptly. Internal auditing shall consult with legal counsel on any issues that may involve criminal action or reveal potential legal exposure. Internal auditing shall notify the legislative auditor as required by state law.

Subpart E. Reporting Significant Violations and Other Matters

The executive director has the right and responsibility to report to the board any circumstances that are significant violations of internal controls, board policy or system procedures and any other matters that the executive director believes warrant notification. The executive director has the right and responsibility to report any matters to the chancellor and presidents that warrant their notification or will assist them in improving their operations.

Subpart F. Reporting Project Results

The executive director will report to the Audit Committee and management the results of completed assurance and advisory projects.

~~**Part 3. Standards of Practice.** Internal auditing activities must be conducted in compliance with board policies and system procedures. In addition, internal auditing shall comply with relevant professional standards and the Institute of Internal Auditors' mandatory guidance including the Definition of Internal Auditing, the Code of Ethics, and the *International Standards for the Professional Practice of Internal Auditing (Standards)*.~~

~~**Part 4. Services.** Internal auditing shall be an advocate to improve and maintain accountability and promote the proper management oversight of the system office, and college and university programs and activities. Internal auditing is intended to complement, and not replace, other services available either on campuses or in the system office. It has particular expertise in topics such as auditing, accounting, internal controls, financial risk management, and information technology. When dealing with matters outside its expertise, internal auditing shall seek the assistance of experts in the organization or obtain external consultative services, as necessary. It offers the following types of services in order to assist the board, chancellor and presidents in accomplishing their objectives and in improving operations.~~

~~**Subpart A. Assurance Services** consist of examinations designed to inform interested stakeholders about the reliability and accuracy of information and information systems. Systemwide topics may be selected by formal action of the board. Internal auditing may also enter into agreements to conduct special studies requested by the chancellor or a president. Studies may focus on (1) compliance with board policies, laws, and regulations, (2) reliability of information, (3) economy and efficiency of operations, (4) effectiveness in meeting goals and objectives, (5) design and effectiveness of information technology security controls, or (6) safeguarding of assets. Internal auditing shall coordinate all audit related activities conducted by the Office of the Legislative Auditor and external auditors within MnSCU. Internal auditing must follow up on audit findings generated by either internal or external audits to monitor and ensure that management actions have been effectively implemented or that senior management has accepted the risk of not taking action.~~

~~**Subpart B. Fraud Inquiry and Investigation Support Services** are intended to augment the efforts of colleges and universities to ensure that evidence of fraud or dishonest acts is investigated professionally and promptly. Internal auditing shall consult with legal counsel on any issues that may involve criminal action or reveal potential legal exposure. Internal auditing shall notify the legislative auditor as required by state law.~~

~~**Subpart C. Professional Advice** shall promote an understanding and implementation of state laws and rules, federal laws and regulations, board policies and system procedures, professional accounting and auditing standards, and best practices in management.~~

~~**Part 5. Authority and Responsibilities.** Internal auditing has the authority to audit all parts of the system and shall be granted full and complete access to all system records, physical properties and personnel relevant to any services provided according to this policy. Access also shall be granted without limitation to relevant records of all system related foundation agreements, contracts, and other written agreements. The audit activity shall be free from interference in determining the scope of work and communicating results. Documents and information given to internal auditors shall be handled in compliance with the Minnesota Government Data Practices Act and other applicable laws.~~

~~Internal auditing shall have no direct authority over or responsibility for any of the activities or operations it reviews. Unless extenuating circumstances dictate, internal auditors should not develop and implement procedures, prepare records or engage in activities which would normally be reviewed by internal auditing. Internal auditing may review proposed systems and processes prior to implementation to assure adequate controls will exist.~~

~~**Part 6. Organization.**~~

118 ~~**Subpart A. Reporting Structure.** The executive director reports directly to the board~~
119 ~~through the chair of the Audit Committee. The executive director has direct and~~
120 ~~unrestricted access to the board. The chancellor shall handle matters related to audit~~
121 ~~departmental operations in consultation with the chair of the Audit Committee.~~

122
123 ~~**Subpart B. Annual Audit Plan.** The executive director shall present and seek approval~~
124 ~~from the Audit Committee on an annual audit plan based on a systemwide audit risk~~
125 ~~assessment. The plan shall include all internal auditing and external audit activities~~
126 ~~planned for the ensuing fiscal year. In addition, the plan shall include the internal~~
127 ~~auditing budget and resource allocation. The executive director shall report to the~~
128 ~~Audit Committee any significant changes to the audit plan throughout the year.~~

129
130 ~~**Subpart C. Reporting Significant Violations.** The executive director has the right and~~
131 ~~responsibility to report to the board any circumstances that are significant violations~~
132 ~~of internal controls, board policy or system procedures and any other matters that the~~
133 ~~executive director believes warrant notification. Internal auditing is a function shared~~
134 ~~with the chancellor and the presidents. The executive director has the right and~~
135 ~~responsibility to report any matters to the chancellor and presidents that warrant their~~
136 ~~notification or assist them in improving their operations.~~

137
138 ~~The appointment, removal, and compensation of the executive director shall be consistent~~
139 ~~with Policy 1A.4, Part 5.~~

140
141 **Part 73. Internal Auditing Data-**

142 In accordance with Minn. Stat. § 13.392, subd. 1, data notes, and preliminary drafts of
143 reports created, collected, and maintained by internal auditing are confidential data on
144 individuals or protected nonpublic data while work is in progress. The final report is public
145 data, except as provided under Minn. Stat. Ch. 13 or other applicable law.

146
147 In accordance with Minn. Stat. § 13.392 subd. 2, data on an individual supplying information
148 for an audit or investigation that could reasonably be used to determine the individual's
149 identity, must be classified as private data on individuals if the information supplied was
150 needed for an audit or investigation and would not have been provided to internal auditing
151 without an assurance to the individual that the individual's identity would remain private.

152
153 **Part 8. Reporting-**

154 ~~**Subpart A. Distribution of Reports.** Internal auditing reports resulting from services~~
155 ~~requested by the Audit Committee shall be distributed to all trustees. The executive~~
156 ~~director shall enter into an agreement with the chancellor, other senior~~
157 ~~administrators, or a president to direct the distribution of internal auditing reports~~
158 ~~resulting from services not requested by the Audit Committee. Such reports shall be~~
159 ~~distributed to the board if warranted under Part 6.~~

160
161
162
163
164
165
166
167
168
169
170
171
172

~~**Subpart B. Follow-up Reporting.** The executive director shall provide periodic follow-up reports to the Audit Committee on progress toward implementing internal and external audit findings.~~

~~**Subpart C. Annual Report.** The executive director shall provide an annual report to the Audit Committee including:~~

- ~~1. Audits conducted during the previous fiscal year, including a summary of significant audit results.~~
- ~~2. Whether internal auditing was organizationally independent and free of any scope and resource limitations in performing its audits.~~
- ~~3. Review of the Definition of Internal Auditing, the Code of Ethics, and the Standards with senior management and the board.~~

Related Documents

To view any of the following related 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. Ch. 13 Government Data Practices Act
- Minn. Stat. § 13.392 Internal Auditing Data

Date of Adoption: 07/19/00
Date of Implementation: 07/19/00
Date of Last Review: XX/XX/19

Date and Subject of Amendments:

- XX/XX/19 – As a result of internal auditing developing a separate Internal Auditing Charter in compliance with the International Standards for the Professional Practice of Internal Auditing, the policy was amended to remove language that was duplicative and addressed operational matters that were not needed in board policy.
- 06/17/15 - Amended throughout to clean up language and comply with changes to the International Standards for the Professional Practice of Internal Auditing.
- 11/16/11 - Amended throughout to clean up language and comply with International Standards for the Professional Practice of Internal Auditing. Removed Part 5c, Consulting Services.
- 07/19/00 - repealed MnSCU Policy 7.2 Parts 1-2 & 4-7.

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

Name: Audit Committee

Date: November 19, 2019

Title: Internal Auditing Services – Authorization to Negotiate Baker Tilly Virchow Krause, LLP Contract Extension

Purpose (check one):

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

Brief Description:

Minnesota State’s current contract with Baker Tilly Virchow Krause, LLP for co-sourced independent internal auditing services expires in June 2020. The contract includes a provision to extend it up to an additional three years. The Executive Director of Internal Auditing would like to pursue a contract extension subject to the audit committee and board’s approval.

Scheduled Presenter(s):

Eric Wion, Executive Director of Internal Auditing

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

ACTION ITEM
Internal Auditing Services – Authorization to Negotiate Baker Tilly Virchow Krause, LLP Contract Extension

BACKGROUND

Minnesota State’s current contract with Baker Tilly Virchow Krause, LLP (Baker Tilly) for internal auditing services expires in June 2020. The contract includes a provision to extend it up to an additional three years. The Executive Director of Internal Auditing would like to pursue a contract extension subject to the audit committee and board’s approval.

Baker Tilly was selected as Minnesota State’s internal audit partner in 2017 after a competitive bidding process that had been led by the Executive Director of Internal Auditing. A request for proposals (RFP) was published in the State Register on January 30, 2017. In addition, the RFP was distributed to interested public accounting firms. The RFP sought interested firms to provide co-sourced independent internal auditing services for three fiscal years through fiscal year 2020 with a one-time option to extend it an additional 3 fiscal years.

The proposals were reviewed by representatives of the Office of Internal Auditing and the Finance Division. The group evaluated the proposals based on the selection criteria cited in the RFP, which included the qualifications of the firm and its personnel with an emphasis put on broad higher education and thought leadership, availability and capacity of key individuals with necessary knowledge and skills, including specialized knowledge and skills in areas such as information technology, capability to share best practices and emerging risks, and expressed understanding of objectives, the proposed work plan, and the cost detail.

Based on its evaluation of the selection criteria, the review group recommended and Baker Tilly was selected. Baker Tilly has extensive experience in serving higher education institutions, higher education systems, and many other industries nationally. They provide a deep range of industry-specialized subject matter experts and staff. The Baker Tilly team has been an integral part of Minnesota State’s Internal Auditing team for over two years and key factor in its success.

RECOMMENDED COMMITTEE ACTION

The Audit Committee recommends that the Board of Trustees approve the following motion:

RECOMMENDED BOARD OF TRUSTEES MOTION

The Board of Trustees authorizes the Executive Director of Internal Auditing, after consultation with the Vice Chancellor of Finance and Chair of the Audit Committee, to negotiate a contract amendment with Baker Tilly Virchow Krause, LLP for co-sourced internal auditing services for a term not to exceed three years.

Date Presented to the Board of Trustees: November 19, 2019

INTERNAL AUDITING SERVICES - AUTHORIZATION TO NEGOTIATE BAKER TILLY VIRCHOW KRAUSE, LLP CONTRACT EXTENSION

Baker Tilly Contract

- 3 Year contract for co-sourced independent internal auditing services expires June 2020
- Includes provision to extend up to 3 additional years
- Request is to pursue a contract extension subject to the committee and board's approval

Recommended Action and Motion

RECOMMENDED COMMITTEE ACTION

The Audit Committee recommends that the Board of Trustees approve the following motion:

RECOMMENDED BOARD OF TRUSTEES MOTION

The Board of Trustees authorizes the Executive Director of Internal Auditing, after consultation with the Vice Chancellor of Finance and Chair of the Audit Committee, to negotiate a contract amendment with Baker Tilly Virchow Krause, LLP for co-sourced internal auditing services for a term not to exceed three years.

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

Name: Audit Committee

Date: November 19, 2019

Title: External Auditing Services – Authorization to Negotiate CliftonLarsonAllen, LLP
Contract Extension

Purpose (check one):

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

Brief Description:

Minnesota State's current contract with CliftonLarsonAllen, LLP (CLA) expires in March 2020. The contract was for external auditing services for fiscal years 2017, 2018 and 2019. Originally approved by the board in April 2017, the contract includes a provision to extend it up to an additional three years. System leadership would like to pursue a contract extension subject to the audit committee and board's approval.

Scheduled Presenter(s):

Eric Wion, Executive Director of Internal Auditing

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

ACTION ITEM
External Auditing Services – Authorization to Negotiate CliftonLarsonAllen, LLP Contract Extension

BACKGROUND

Minnesota State’s current contract with CliftonLarsonAllen, LLP (CLA) expires in March 2020. The contract was for external auditing services for fiscal years 2017, 2018 and 2019. Originally approved by the board in April 2017, the contract includes a provision to extend it up to an additional three years. System leadership would like to pursue a contract extension subject to the audit committee and board’s approval.

CLA was selected as Minnesota State’s external auditor in 2017 after a competitive bidding process that had been led by the Executive Director of Internal Auditing and Vice Chancellor – Chief Financial Officer. A request for proposals (RFP) was published in the State Register on January 30, 2017. In addition, the RFP was distributed to interested public accounting firms. The RFP sought external auditing firms interested in providing systemwide external auditing services for fiscal years 2017 to 2019 with a one-time option to extend it an additional 3 fiscal years.

The proposals were reviewed by representatives of the Office of Internal Auditing and the Finance Division. The group evaluated the proposals based on the selection criteria cited in the RFP, which included the qualifications of the firm and its personnel with an emphasis put on broad higher education experience and thought leadership, an expressed understanding of objectives, the proposed work plan, and the cost detail.

Based on its evaluation of the selection criteria, the review group recommended, and the board subsequently approved that CLA be appointed to serve as systemwide external auditor for Minnesota State for fiscal years 2017 to 2019. CLA has extensive experience in serving higher education institutions and higher education systems nationally for over forty years. In addition, the firm has extensive experience with the Minnesota State system. The firm has consistently provided high quality services to the system and has a consistent and highly experienced team.

The contract included the following audits:

- Systemwide financial statement audit
- Revenue Fund financial statement audit
- St. Cloud State University financial statement audit (ended after fiscal year 2018)
- KVSC Radio 88.1 (St. Cloud State University Enterprise Fund) financial statement audit
- Itasca Community College Student Housing Funds financial statement audit
- Federal student financial aid (A-133)

- Six State Universities with intercollegiate athletic programs - required every 3 years (2018)
- Perkins Closeout Audits – as needed

RECOMMENDED COMMITTEE ACTION

The Audit Committee recommends that the Board of Trustees approve the following motion:

RECOMMENDED BOARD OF TRUSTEES MOTION

The Board of Trustees authorizes the Executive Director of Internal Auditing, after consultation with the Vice Chancellor of Finance and the Chair of the Audit Committee, to negotiate a contract amendment with Minnesota State’s external auditor, CliftonLarsonAllen, LLP, for external auditing services for a term not to exceed three years.

Date Presented to the Board of Trustees: November 19, 2019

EXTERNAL AUDITING SERVICES - AUTHORIZATION TO NEGOTIATE CLIFTONLARSONALLEN, LLP CONTRACT EXTENSION

CliftonLarsonAllen Contract

- 3 Year contract for external auditing services expires March 2020
- Includes provision to extend up to 3 additional years
- Request is to pursue a contract extension subject to the committee and board's approval

Recommended Action and Motion

RECOMMENDED COMMITTEE ACTION

The Audit Committee recommends that the Board of Trustees approve the following motion:

RECOMMENDED BOARD OF TRUSTEES MOTION

The Board of Trustees authorizes the Executive Director of Internal Auditing, after consultation with the Vice Chancellor of Finance and Chair of the Audit Committee, to negotiate a contract amendment with Minnesota State's external auditor, CliftonLarsonAllen, LLP, for external auditing services for a term not to exceed three years.



MINNESOTA STATE

Closed Session: Joint Audit and Finance Committees
November 19, 2019
4:00 p.m.
Bemidji State University – Crying Wolf Room

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.*

Committee Audit Chair George Soule and Finance Chair Roger Moe call the meeting to order.

Pursuant to Minnesota Statutes § 13D.05, subd.3(d), the Board of Trustees will meet in Closed Session to receive a systemwide information technology security briefing.

1. Call to Order (Co-Chairs George Soule and Roger Moe)
2. **Motion to close the meeting**
3. Information Security Briefing (pages 1-2)
4. Information Security Audit Results (pages 3-4)
5. **Motion to end the closed session and return to open session**
6. Adjournment

Audit Committee Members:

George Soule, Chair
Michael Vekich, Vice Chair
Bob Hoffman
Jerry Janezich
April Nishimura

Presidential Liaisons:

Richard Davenport
Stephanie Hammitt

Finance Committee Members:

Roger Moe, Chair
April Nishimura, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Bob Hoffman
Jerry Janezich
George Soule

Presidential Liaisons:

Joe Mulford
Scott Olson

Bolded items indicate action is required.



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

Name: Closed Session: Joint Audit and Finance Committees

Date: November 19, 2019

Title: Information Security Briefing

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Closed session will include a briefing on information security risks and controls.

Scheduled Presenter(s):

Ramon Padilla, Vice Chancellor – Chief Information Officer
Craig Munson, Chief Information Security Officer

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

BOARD INFORMATION
Information Security Briefing

BACKGROUND

Closed session will include a briefing on information security risks and controls.

Date Presented to the Board of Trustees: November 19, 2019

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

Name: Closed Session: Joint Audit and Finance Committees

Date: November 19, 2019

Title: Information Security Audit Results

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Audit results will be discussed from a recently completed information security audit. The audit reviewed key system office controls and was conducted by CliftonLarsonAllen, LLP (CLA).

Scheduled Presenter(s):

Eric Wion, Executive Director of Internal Auditing

Don Loberg, Managing Principal with CliftonLarsonAllen, LLP

Randy Romes, Principal with CliftonLarsonAllen, LLP

Nancy Kaplan, Director with CliftonLarsonAllen, LLP

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

BOARD INFORMATION
Information Security Audit Results

BACKGROUND

Audit results will be discussed from a recently completed information security audit. The audit reviewed key system office controls and was conducted by CliftonLarsonAllen, LLP (CLA).

Date Presented to the Board of Trustees: November 19, 2019



MINNESOTA STATE

Closed Session
Human Resources Committee
Wednesday, November 20, 2019
10:00 am
Crying Wolf Room

Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed if the previous committee meeting concludes its business before the end of its allotted time slot. In addition to the board or committee members attending in person, some members may participate by telephone. Other board members may be present constituting a quorum of the board.

In a closed session pursuant to Minn. Stat. §13D.03, Closed Meetings for Labor Negotiations Strategy, the Board will hear the current status of labor contract negotiations and will discuss strategy.

- Update on Labor Negotiations Strategy

Committee Members:

Michael Vekich, Chair
George Soule, Vice Chair
AbdulRahmane Abdul-Aziz
Dawn Erlandson
Roger Moe
Rudy Rodriguez
Cheryl Tefer

President Liaisons:

Ginny Arthur
Annette Parker



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

Name: Closed Session: Human Resources Committee

Date: November 20, 2019

Title: Labor Negotiations Strategy

Purpose (check one):

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

Brief Description:

In a closed session pursuant to Minnesota Statutes §13D.03, Closed Meeting for Labor Negotiations Strategy, the Board will hear the current status of labor contract negotiations and discuss strategy.

Scheduled Presenters:

Eric Davis, Vice Chancellor for Human Resources
Chris Dale, Senior System Director for Labor Relations

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM
Labor Negotiations Strategy

BACKGROUND

Closed Session: Human Resources Committee. Michael Vekich, Chair

Vice Chancellor for Human Resources, Eric Davis and Sr. System Director for Labor Relations, Chris Dale will provide an update on labor negotiations and discuss strategy.



MINNESOTA STATE

Human Resources Committee
Wednesday, November 20, 2019
10:30 am
Crying Wolf Room

Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed if a committee meeting concludes its business before the end of its allotted time slot. In addition to the board or committee members attending in person, some members may participate by telephone. Other board members may be present constituting a quorum of the board.

- 1. Minutes of October, 15, 2019 (pp. 2-12)**
- 2. Approval of 2019-2021 Inter Faculty Organization Bargaining Contract (pending member ratification) (pp. 13-16)**
- 3. Approval of 2019-2021 Minnesota State University Association of Administrative and Service Faculty Bargaining Contract (pending member ratification) (pp. 17-20)**
- 4. Approval of 2019-2021 Minnesota State Colleges and Universities Personnel Plan for Administrators (pp. 21-24)**

Committee Members:

Michael Vekich, Chair
George Soule, Vice Chair
AbdulRahmane Abdul-Aziz
Dawn Erlandson
Roger Moe
Rudy Rodriguez
Cheryl Tefer

President Liaisons:

Ginny Arthur
Annette Parker



Bolded items indicate action is required.

**Minnesota State Board of Trustees
Human Resources Committee Meeting Minutes
McCormick Room
October 15, 2019**

Committee members present: *Mike Vekich Chair, George Soule Vice Chair.*

Trustees: AbdulRahmane Abdul-Aziz, Cheryl Tefer, Roger Moe. On the phone: Trustee Dawn Erlandson. Absent: Trustee Rudy Rodriguez.

Other Leadership Council: *Devinder Malhotra, Chancellor*

President Liaisons: *Annette Parker and Ginny Arthur*

Committee Chair Mike Vekich called the meeting to order at 10:20 am. Prior to a quorum, Chair Vekich reviewed the agenda and stated he will have comments at the end of the presentations to share with the committee regarding the look of our future HR work program. He welcomed Presidents Ginny Arthur and Annette Parker and introduced Vice Chancellor for Human Resources Eric Davis.

- 1. Approval of the June 18, 2019 Joint Meeting of the Human Resources and Diversity, Equity, and Inclusion Committee Minutes:**
- 2. Approval of the June 19, 2019 HR Committee Meeting Minutes:**

Trustee Vekich announced a quorum and asked the committee for any changes or comments regarding the submitted minutes from the June 18 Joint Human Resources and Diversity, Equity, and Inclusion Committee meeting and the June 19 Human Resources Committee meeting. Barring none, the minutes were approved as submitted.

- 3. Report on FY19 Leadership Development Programs**

Vice Chancellor for Human Resources, Eric Davis introduced his HR colleague Todd Thorsgaard, Interim System Director for Talent Management. Davis provided introductory context for Mr. Thorsgaard's presentation by stating that across the system we take great pride in our efforts to recruit and develop remarkably talented people to serve within our system. The Talent Management Division has exemplary leadership development opportunities which hold a great track record of developing leaders internally and are a great way to continue to attract and retain top talent.

Mr. Thorsgaard addressed the committee and stated the leadership development programs are offered out of the Talent Management area. There are three programs designed to support the success of current leaders and to prepare employees to lead into the future.

Highlights of three programs:

Luoma Leadership Academy- focuses on developing individual contributors, mid-level leaders and current faculty members in our system. The 10th cohort began this July.

Executive Leader Development Program- was developed in 2011 under the direction of the Board of Trustees to identify and support the development of internal candidates to prepare them to be nationally competitive for our open presidential positions within our system. The 4th cohort wrapped up this past June.

Art and Science of Supervision- provides in person and online training to all new and interim supervisors, managers, directors and administrators who are either promoted internally or hired outside our system.

Executive Leader Development Program (ELDP) - each participant will focus on identifying their own experience-based development plan and take a year-long stretch assignment working with their presidential sponsor and an executive coach. This program has generated a high return on investment with 48% of participants promoted internally and 19 of those individuals promoting to president or interim presidential roles. Noteworthy: Of all Minnesota State presidential appointments since 2011, 47% have been ELDP alumni. ELDP cohorts include leaders from all areas of higher education. Programs are equity focused and built to represent both our students and community. With the help of Dr. Clyde Pickett, program participants spend a half day developing their own *equity lens to leadership* philosophy statement and action plan for how they will move forward as an equity focused leader.

Luoma Leadership Academy (LLA) is led by Dr. DeeAnne Bonebright in collaboration with *The Chair Academy*, a premier leadership development organization for higher education. LLA is a yearlong program in which participants select a hands-on, action learning project addressing an issue that a college, university or system office division has identified as needing intervention. Participants develop their leadership skills by working throughout the year on their respective project. An important goal of this program is to offer leadership development opportunities to our college and university faculty. Talent Management works hard to reach traditionally under-represented employees and to ensure equitable gender opportunities and development.

Vice Chancellor Davis asked the Board for questions at this point.

Chair Vekich stated this is very impressive work and opened the floor to comments. Trustee Soule asked Todd Thorsgaard to provide a thumbnail description of the programs. How often they meet. Who the leaders and instructors are. Thorsgaard replied that ELDP is a yearlong program where 70% of work that participants do is

focused on a customized, personalized, experience-based development plan that fills a gap within their professional experience and helps them become nationally competitive for a presidential position. Training consists of four seminars focused on higher education leadership topics and foundational competencies. Participants work with an executive coach and through a series of leadership assessments, receive feedback and are provided direction based on their personal assessment results. ELDP is facilitated by the talent management unit (Thorsgaard and DeeAnne) at the system office and supported by college and university presidents as well as system office vice chancellors. Todd and DeeAnne bring in outside speakers and subject matter experts for keynote events.

The LLA is one year in duration. Cohorts meet in person twice a year for one week at a time. Participants work with our talent management staff and *The Chair Academy* focusing on building transformational leadership skills. Participants select an action learning project and work with their coach throughout the year. The emphasis of the project is not only to provide valuable information and research to a college or university, but just as important to focus on their own learning, development and leadership skills.

Trustee Teffer asked Thorsgaard how this translates into the world of academics and graduate credentials. Thorsgaard replied we work with their school graduate program to see that our curriculum meets requirements. We have had a number of participants produce documentation that the ELDP has translated to graduate credits.

Trustee Teffer commented that 30% of participants are faculty. Is it known what motivates them? Are they interested in the executive or in-field advancement? In thinking of the many people in professorate, can they benefit by extensive leadership credentialing whether or not they care to move to an executive position? Do these programs promote people in their own discipline? Thorsgaard responded saying there is no expectation by agreeing to participate that a faculty participant would be expected to move into an administrator/ leadership role, rather an opportunity to use the leadership development gained to continue to advance their professional career as a faculty member. They gain important training and skills to apply in their own academic field or discipline. Trustee Teffer followed up her question by stating the career advancement to the executive looks like a successful metric, yet there may be other metrics to measure when looking at the academics going forward.

Trustee Cirillo asked about the action learning programs. Are there any conditions in terms of it being a high priority for an institution, the system or whether this is going to produce a change? Thorsgaard responded by saying we solicit through leadership cabinets across the system asking them to identify high priority topics that will make a significant difference at their institution and provide learning challenges for the

participant. Dr. Bonebright agreed with Thorsgaard saying we do solicit these proposals and review them with an eye toward developing an individual. She also referenced a question on the application form asking the candidate: *how will this training benefit your institution, your region or the system?* We use the responses as our selection criteria.

President Parker addressed Trustee Cirillo and provided a personal example and success story of her colleague Vice President Dr. Marcia Danielson who participated in the last ELDP program. VP Danielson developed *the credit for prior learning model plan* for South Central College as a seed plan providing leadership across the state. Her work was well received by academic affairs and the faculty leadership on campus. She used this work as her dissertation and her work was published this past summer.

Chair Vekich commented on the impressive numbers of those promoted in both ELDP and Luoma and asked Thorsgaard if there are more formal goals set. Thorsgaard responded stating the main goal of the program is to grow leaders and create a competitive candidate pool. It's a testimony to the alumni that they have successfully translated their experience into promotions.

Thorsgaard introduced two leadership program alumni to share their personal stories. Dr. Shondra Craft, Dean, at the School of Health and Human Services, St. Cloud State University and a 2017-2018 graduate of the Luoma Leadership Academy. At that time she was the Associate Dean at Metropolitan State University.

Dr. Deedra Peaslee, Interim President of Saint Paul College and a 2016 cohort graduate of the Executive Leader Development Program. At that time she was Vice President of Academic Student Affairs for Anoka Ramsey Community College.

Dr. Craft shared how happy she was to be nominated by Metropolitan State's Senior Diversity Officer and by President Ginny Arthur. Dr. Craft found the program to be an in-depth look at personal and relationship development, learning how her leadership traits are conveyed to faculty, colleagues and those she supervises. She found the week-long experience inspiring and life changing, with focus on self-development of ideas and concepts that would be beneficial to her institution. The *Action Research Project* she chose was submitted by Saint Paul College, asking the participant to disaggregate data for purposes of how best to serve people of color on their campus. This project allowed the opportunity to develop the leadership skills of those in the room as well as the opportunity to mentor. Dr. Craft stated that Saint Paul College is currently using her team's project work and she looks forward to learning the outcome from them. Luoma Leadership Academy (LLA) was a great experience that provided the time to develop important leadership skills and contribute back to St. Cloud State University. During her time in Luoma she experienced an institutional change to Interim Dean at St. Cloud

State and is grateful for MSU's nomination and support through the academy and is likewise grateful to leadership at St. Cloud State University for their support while attending LLA. In the role of Dean, Dr. Craft says she is a better leader and a more conscientious thinker.

Members of the committee applauded. Chair Vekich replied to Dr. Craft saying she had laid out a wonderful program, and asked what other resources she would bring to the table or add to the program? Dr. Craft replied: The Action Research Teams would like to see the Luoma projects become part of ASA Conferences. These teams are performing great work that is relevant to campus culture, thinking about enrollment of students of color, and developing better student services on campus. Academy participants would like the opportunity to present at ASA conferences. The work that was done with The Chair Academy and the work that DeeAnne is doing deserves to be recognized and shared widely - how it has benefited the system. Dr. Craft added, she would include fund raising and development work as part of the program. During Luoma, the group spent a lot of time discussing fund raising and how important it is to know how to tell your story, your institution's story, how to display values and how to deliver your value statements. Skills all deans and faculty should learn and develop. Trustee Cirillo responded to Dr. Craft, stating he will bring her recommendations to the team putting together the ASA Conference.

Vice Chancellor Davis introduced Interim President Deedra Peaslee, a graduate of both the ELDP and LLA.

Dr. Peaslee began her community college experience as Dean of Educational Services at the Cambridge campus at Anoka Ramsey in 2002. She came from a private university with intentions of gaining experience at a smaller institution, and then return to a university. Fast-forward 17 years, she is the Interim President at Saint Paul College. She stayed because of the daily opportunity to see students' lives transformed through education. Students who never thought they could be successful in college became the first in their family to graduate. She has been privileged to work along-side dedicated faculty and staff who've made that happen. The primary factors in her becoming a president were supportive people who provided honest feedback, encouragement, opportunities to innovate, to lead change, even the opportunity to fail in a safe environment. Along with their encouragement, and campus guidance these same people encouraged participation and financially supported her professional development in programs such as Luoma. Dr. Peaslee emphasized how well these programs work. As a result of her participation in the 2005 *Chair Academy Leadership Program*, now known as Luoma, she had a clear sense of her leadership deficiencies and a plan to address them. As a result, she was well prepared to accept the position of vice

president of academic and student affairs when it was offered. She was in this role when she was accepted into the 2016 ELDP program. These programs provided the timely training needed. With the help of an external coach, she again analyzed her leadership skills and considered next steps to becoming a president.

She is blessed to work with three colleagues who are in attendance today; Presidents Arthur, Berndt and Rogers, were in her cohort and she will frequently call on them for help and guidance. Inspired by the many talented leaders we have at Minnesota State, three additional leaders within her cohort gave permission to use their leadership philosophy quotes;

Hanna Erpstad said, "I can never act in isolation. Only by sharing ideas, asking questions, and stretching my imagination with others, do I begin to discover, understand, and appreciate other perspectives and experiences outside my own."

Trent Janezich said, "I believe leadership is about asking "why" and challenging assumptions, and in turn creating a better reality. Institutions in our society can't change, learn, and grow if they are not challenged. Asking why and challenging assumptions, while upsetting and threatening to those that hold the status quo in close regard, often leads to a better understanding of the world around us, a better understanding of the people around us, and higher performing systems supporting us."

Kim Lynch said, "The discomfort zone pushes me toward novel experiences and keeps me fully present when in them. It offers me the privilege of empathy, created by being an outsider, one who is humbled by those who know more. Lastly, it centers me in the complexity of our work in higher education and reminds me of the anxiety experienced by many of our students when they apply to college or start a new term or transfer schools. I believe in the discomfort zone because the anticipation of adventure is a catalyst to jump, despite uncertainty about the landing."

The Minnesota State Executive Leader Development Program explains how a dean of a small community college campus became the president of a large, urban community and technical college. Programs like these are how we retain the best leaders that we have in Minnesota State!

Members of the committee applauded. Chair Vekich asked Dr. Peaslee what she would change or add. Dr. Peaslee replied, it is an outstanding program. You realize the impact when you are removed for a time and can reflect back. It is structured to do exactly

what it intends to do. She suggested adding fundraising along with working with external constituents, as these were identified by many in the program as deficiencies that participants needed to work on.

Trustee Sundin commented- this is a great example how fund raising is all of our responsibilities and that all of us ought to be asking and involving ourselves in the respective organizations we belong, to fund these important programs. Trustee Tefer asked Dr. Peaslee to request permission from the authors to record the three quotes into the minutes as they were beautifully written. (Applied herein).

Vice Chancellor Davis thanked members of committee, Todd Thorsgaard, Dr. Bonebright, Dr. Craft, and Dr. Peaslee. He knows he speaks for his colleagues when saying we take tremendous pride in this leadership development work. It's a real privilege to be associated with these programs. He appreciates and thanked the board for continued support of this work. Looking at reports from the state demographer and knowing the changing demographics in our market, there is real competition for talent as there are more jobs than people in MN. This competition for talent compels us to make continued investments in future leadership programs, affords us the opportunity to adapt to a changing environment and allows us to mitigate the disruption of leader turnover. This investment helps us retain top talent, attract, grow and make continued investments in their careers.

Trustee Teffer recalled conversations from a year ago when Vice Chancellor Davis was hired, his military background and its important tradition of advancing from within or through the ranks. With pride, she commended him for applying the same into this good work and that he keep it coming. Vice Chancellor Davis thanked Trustee Tefer and stated the credit belongs to his colleagues and that he is grateful for them and so impressed with them. Davis stated he would be intimidated to offer such a program for such accomplished leaders and yet Todd Thorsgaard and Dr. Bonebright march right into that work and get it done. Davis again thanked the committee and concluded the executive leadership presentation.

Chair Vekich asked the committee for comments. Trustee Sundin asked Todd Thorsgaard to what extent are there opportunities for leaders to work collaboratively with bargaining units on project interaction, understanding and research? Thorsgaard replied, our foundational leadership development program; *The Art and Science of Supervision* is offered to all leaders in our system with heavy focus on shared governance and the labor relations components of the leader role. Part of Luoma and ELDP are framed in the reality that we work in a collective bargaining agreement unit. We continually look at how to improve this work. This focus is definitely a positive approach, a collaborative experience.

4. Overview of Executive Search Process

Vice Chancellor Davis introduced his colleague Renée Hogoboom who is the System HR Director and as such- the Chancellor's HR Director. She leads the executive search for our presidents. She has under taken an evaluation of our work in 2019 and will share with the board the results of that evaluation.

Hogoboom thanked the Vice Chancellor and shared a power point slide deck and provided a handout: *FY19 Executive Search Evaluation and Recommendations*.

Preview: Two recommended changes were implemented in the FY2019 presidential search. 1) *The use of technology for interviews, and 2) Scheduling campus visits (public forum) in conjunction with system office interviews*. The two recommendations were the result of feedback and survey results conducted with candidates, search consultants and the search committee at the end of the 2018 search.

Hogoboom stated three presidential searches were conducted during the 2018-2019 school year. Two candidates were internal and one was new to our system. We allowed the three colleges to choose whether to conduct their *airport interview* in-person or utilize a technology interview. Two colleges chose the technology interview option. Consultants informed Renée that technology interviews are increasingly typical in higher education, are much more cost effective and much more candidate friendly. A great example being the online interview held with (now) President Kumara Jayasuriya who was in Mumbai, India at the time of his first interview. The technology interviews were a success, with estimated cost savings in excess of 70% of the traditional airport interview.

By implementing the second recommendation of *scheduling campus forum visits in conjunction with the system office interviews*, the amount of time and travel candidates invested in the interview process was shortened. Hogoboom recognized the Chancellor's executive assistant Pa Yang, for doing such a great job of scheduling and coordinating these meetings and visits through the Chancellor's office.

The most recent feedback and survey results conducted with search consultants, campus CHRO's, the search chairs and search advisory committee members and selected presidential candidates revealed positive remarks. Candidates enjoyed the process and were treated well. The committee meetings (only three) were well organized and a good use of time. The search materials were well done, the search chairs: Presidents Hara Charlier, Barbara McDonald and Scott Olson were all highly regarded.

Hogoboom stated this year we are looking to fill three presidential appointments at Inver Hills Community College / Dakota County Technical College, North Hennepin

Community College and Saint Paul College. She sought the committee's support in her recommendation *to clarify the process for presidential profile development*. In closing, she noted the full list of recommendations is listed in the FY19 Executive Search handout, and again mentioned her second handout titled; Process Steps and Activities in a typical Presidential Search. Hogoboom concluded by asking for committee questions and feedback.

Chair Vekich asked about the timing on the current searches. Hogoboom responded we will start our search committee meetings in December with plans to interview in January and February and we hope to bring three candidates to the board in March 2020. Trustee Soule asked about the use and cost of search firms, alternatives that would save us money in that regard. He referred to today's handout that provides some cost data, is this an annual contract or is this per search? Hogoboom responded these are search costs from last year. This year we are using one search firm, ACCT, to conduct three (metro) searches at a combined cost of \$90,000. In essence negotiating a volume deal. This is quite a savings as a per-college search averaged \$65,000 last year. Trustee Cirillo asked where else, what other positions, do we use search firms or consultants? Hogoboom replied; search firms are used primarily for presidents, vice chancellors and the chancellor position. Some of the colleges may use a search firm for their executive level positions, vice presidents, provosts and above. Trustee Cirillo asked if this is the right expenditure for our system. Can we do this work ourselves? What benefits do the search firms bring? Hogoboom responded saying the benefit of using a search firm is they are really very good at recruiting. They offer a huge data base. ACCT has over 10,000 people in their data base. Leaders who are interested in community college leadership. However, principally we use search firms for candidate management. Hogoboom recalling when we had five searches happening at once, candidate management gets to be more than a full time job and a huge amount of work when doing several colleges at one time. Vice Chancellor Davis added that we haven't the capacity for this kind of volume in house to replicate what the search firms do for us. Renée's team is lean and they do a remarkable amount of work. We would need additional staff, an executive search recruiter, along with support staff well in excess of the \$90,000 current expenditure. I see this as an economical approach to accessing talent both national and international. Search firms have expanded reach and candidate management as Renée spoke about. It's a lot of work and they do it very skillfully.

Trustee Cirillo spoke to her recommendation *to clarify the process for presidential profile development* and said he was struck as Renée talked about the different strengths of the different leaders being consistent across the organization. He feels it is true and we should have a suite of leadership characteristics we want, but the fit for the institution will have a distribution of strengths and so we should be paying attention to those details. The list of strengths is common but the strength in each of those individual characteristics may be a better fit for a specific institution. Hogoboom agreed

and stated that's where the search advisory committees come into play as they are developing interview questions that are campus specific.

Chancellor Malhotra addressed Trustee Cirillo saying, to his comment, the process laid out here and the documents provided, start off with listening sessions. The Chancellor meets with various internal stakeholders to understand the institutions' aspirational goals. The history and culture, current context and what they are looking for in those traits at that time. Those things are worked into the profile, along with common elements across institutions. By the time the finalists visit campus, the question becomes more about the intangibles and the fit than whether they can do the job. Trustee Cirillo thanked the Chancellor.

Trustee Hoffman addressed Hogoboom with a concern that it is important to shorten the time frame of the interview process. It appears to be a negative for the candidates and the campuses. Hogoboom replied – this recommendation has been implemented and has now significantly shortened the search time. We are interviewing in late January, then the campus-public forum happens within two weeks and the board appointment will be within two weeks of that, so no longer a long, drawn-out process this year. Reducing the loss of candidates along the way.

Chair Vekich asked if we are using AGB (search firm) for any of our university work. Hogoboom replied, there are no university searches this year and acknowledged we have used AGB in the past. Every five years we conduct an RFP for search firms to apply. We review their diversity placement statistics among other parameters to determine which search firms will be most effective and add those firms to the preferred vendor list we will use for the next five years. AGB is currently among those preferred vendors. The next RFP will go out in 2022.

Board Chair Cowles applauded the evaluation and improvements that have been made and stated one concern. By having the campus visits and the system interviews occurring in a single visit, trustees are now coming in for a series of sequential days as opposed to a single day to meet candidates. This may well put a burden on our outstate trustees to free up that kind of consistent time, so he would appreciate considering the use of a technology interview to mitigate the travel burden on trustees. Hogoboom thanked Chair Cowles and stated that yes, we have the technology and this is doable. Pa Yang is excellent and can make that happen.

President Arthur addressed Trustee Vekich, on her experience of going through the process, stating it is a rigorous and well organized process and shortening the interview time is so helpful and important in being nationally competitive. President Parker agreed with President Arthur.

Chair Vekich asked the room for any further questions regarding the executive search. Hearing none, the recommendations were approved. The floor was opened to other comments or questions.

Trustee Sundin asked President Parker to please return to the table as she shared a personal story. Trustee Sundin's neighbor who lives part time in Mankato, recently showed her both a Mankato Magazine cover along with a copy of the Mankato Free Press – each featuring the photo of President Parker. The neighbor asked Trustee Sundin if she knows how wonderful President Parker is and exclaimed that the community really loves her. Trustee Sundin replied to her neighbor, yes, I do know President Parker and am her biggest fan (and was on the interview team in the snow storm). We are honored she chose us over the Obama administration. I hope she still thinks that was the best choice. Trustee Sundin passed the documents around and ended by saying this is a wonderful example of how the community loves you. The audience applauded. President Parker thanked Trustee Sundin and the Committee.

Chair Vekich addressed the committee with his final thoughts. Having heard discussions that came out of the board retreat and reflecting on his time spent listening as part of the executive committees, he offered some thoughts relating to the HR committee. When Vice Chancellor Davis talks about a high performing organization, he feels his comments would tie very well into today's presentations. Chair Vekich charged the committee to consider the following: How are we aligning our Charter to what the Chancellor has put forward following our Reimagining work? Take a deep look at the charter itself. Does the name "HR" capture our charge? Chair Vekich said he would follow up with committee members for input.

The meeting adjourned at 11:33 am
Name of Recorder: Tamara Mansun

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

Name: Human Resources Committee

Date: November 20, 2019

Title: Approval of 2019-2021 Inter Faculty Organization Bargaining Contract
(pending member ratification)

Purpose (check one):

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

Brief Description:

Board approval of the negotiated terms in the contract is required prior to presenting it for approval by the Subcommittee on Employee Relations.

Minnesota State Colleges and Universities and the Inter Faculty Organization (IFO) reached a tentative agreement on October 4, 2019 on their 2019-2021 labor contract. It was approved by a vote of the IFO membership on November 18, 2019.

Scheduled Presenters:

Eric Davis, Vice Chancellor for Human Resources

Chris Dale, Senior System Director for Labor Relations

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION
APPROVAL OF INTER FACULTY ORGANIZATION BARGAINING CONTRACT

1 **BACKGROUND**

2 Minnesota State Colleges and Universities and the Inter Faculty Organization (IFO) reached a
3 tentative agreement on October 4, 2019 on their 2019-2021 labor contract. It was approved by
4 a vote of the IFO membership on November 18, 2019. It is now being brought forward to the
5 Board of Trustees for approval before moving on for legislative approval.

6
7 **RECOMMENDED COMMITTEE ACTION**

8 The Human Resources Committee recommends that the Board of Trustees adopt the following
9 motion.

10
11 **RECOMMENDED MOTION**

12 The Board of Trustees approves the terms of the 2019-2021 labor agreement between
13 Minnesota State Colleges and Universities and the Inter Faculty Organization (IFO) and
14 authorizes Chancellor Devinder Malhotra to sign the agreement on behalf of the Board of
15 Trustees.

16
17 *Date Presented to the Board of Trustees:* 11/20/19
18 *Date of Implementation:* 00/00/00

Summary of Tentative Settlement with the Inter Faculty Organization (IFO)

Minnesota State and the Inter Faculty Organization reached a tentative agreement (TA) on the terms of the 2019-2021 IFO Master Agreement. The Agreement covers Fiscal Years 2020 and 2021.

Generally, the settlement provides for modest salary increases, modest increases to professional improvement funds, the State Group Insurance Plan as negotiated by MMB and AFSCME/MAPE, and a number of language changes that the parties believe will enhance the clarity of the contract, make its application more consistent, and moves the parties toward a contract that fosters a more inclusive and respectful work environment.

Here are the basic economic terms:

FY 20 (Academic Year 2019-20)

- 1.9 % Salary Schedule Enhancement;
- Increase the minimum adjunct/community faculty rate by 2%;

FY 21 (Academic Year 2020-21)

- 2.0 % Salary Schedule Enhancement;
- Increase the minimum adjunct/community faculty rate over FY 2020 by 3.5%.
- Up to \$925,000 to fund adjustments recommended by the Salary Review Committee pursuant to a multiple regression analysis at each state university;
- Increase Assessment of Prior Learning to not less than \$50 per credit.

Here are the changes to the professional improvement funds (PIF) in FY 2021:

- Increase PIF for Community Faculty from \$32,500 to \$57,800 system –wide;
- Increase PIF for regular faculty from \$520,000 to \$600,000 system –wide;
- Increase PIF for adjunct faculty from \$59,500 to \$70,000 system-wide.

Total increase in spending (gross) in this biennium over FY 2019 base, the so-called H number: 4.31%

Total increase in spending (gross) in the next biennium (FY 2022) over the FY 2019 base, the so-called M number: 6.59%

Increased spending (gross) in this biennium in dollars over the FY 2019 base: \$26.86 million.

SUMMARY OF SIGNIFICANT LANGUAGE CHANGES:

- Provide for gender neutral language throughout the Agreement.
- Limit the use of two-year athletic appointments for coaches and bar reductions in base salary upon renewal for head coaches paid from the salary schedule. Clarify distinctions between head coaches and assistant coaches.
- Allow for payment of stipend for adjunct/community faculty to attend new employee orientation.
- Unify the two salary schedules in FY 21 and modify language throughout Article 11 to accommodate the change including important clarifications of Service at the Top of the Schedule provision.
- Provide university with authority to make counter-offers for faculty who have received employment offers at a non-Minnesota State accredited college or university.
- Extend bereavement leave, death-in-service benefit, and use of tuition waiver benefits to the domestic partners of faculty members.
- Modify the supplemental retirement provisions to allow for immediate implementation of the underlying statutory provisions.
- Clarify the provisions providing for extensions of probationary periods and cap the total length of extensions.
- Clarify faculty provisions governing faculty initiated transfers within and between universities. End use of prior consideration provision for faculty transferring between universities.
- Modify definition of “domestic partner” that include opposite-sex partners in definition.
- Technical changes and dates changes throughout.

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

Name: Human Resources Committee

Date: November 20, 2019

Title: Approval of 2019-2021 Minnesota State University Association of Administrative and Service Faculty Bargaining Contract (pending member ratification)

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Board approval of the negotiated terms in the contract is required prior to presenting it for approval by the Subcommittee on Employee Relations.

Minnesota State Colleges and Universities and the Minnesota State University Association of Administrative and Service Faculty (MSUAASF) reached a tentative agreement on October 16, 2019 on their 2019-2021 labor contract. It was approved by a vote of the MSUAASF membership on November 12, 2019.

Scheduled Presenters:

Eric Davis, Vice Chancellor for Human Resources

Chris Dale, Senior System Director for Labor Relations

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION

APPROVAL OF MINNESOTA STATE UNIVERSITY ASSOCIATION OF
ADMINISTRATIVE AND SERVICE FACULTY BARGAINING CONTRACT

1 **BACKGROUND**

2 Minnesota State Colleges and Universities and the Minnesota State University Association of
3 Administrative and Service Faculty (MSUAASF) reached a tentative agreement on October 16,
4 2019 on their 2019-2021 labor contract. It was approved by a vote of the MSUAASF
5 membership on November 12, 2019. It is now being brought forward to the Board of Trustees
6 for approval before moving on for legislative approval.

7

8 **RECOMMENDED COMMITTEE ACTION**

9 The Human Resources Committee recommends that the Board of Trustees adopt the following
10 motion.

11

12 **RECOMMENDED MOTION**

13 The Board of Trustees approves the terms of the 2019-2021 labor agreement between
14 Minnesota State Colleges and Universities and the Minnesota State University Association of
15 Administrative and Service Faculty (MSUAASF) and authorizes Chancellor Devinder Malhotra to
16 sign the agreement on behalf of the Board of Trustees.

17

18 *Date Presented to the Board of Trustees:* 11/20/19

19 *Date of Implementation:* 00/00/00

Summary of Tentative Settlement with Minnesota State University Association of Administrative and Service Faculty (MSUAASF)

MSUAASF and Minnesota State bargaining teams reached a tentative contract settlement for the 2019-21 Master Agreement at approximately 9:30 p.m. on Wednesday, October 16, 2019. The Agreement covers Fiscal Years 2020 and 2021.

Generally, the settlement provides for modest salary increases, modest increases to professional development funds, and the State Group Insurance Plan as negotiated by MMB and AFSCME/MAPE. The settlement also includes a balance of language changes related to clarifying work and benefits of interest to both parties.

SUMMARY OF THE KEY ECONOMIC TERMS OF THE SETTLEMENT

FY 2020 (Academic Year 2019-2020)

- 1 Step advancement for ASF Members effective January 8, 2020 (ASF member who can't receive the step due to being placed at the top of the schedule will receive a 3% lump-sum payment)
- Medical professionals who aren't placed on the salary schedule or a step receive a 3.0% ATB effective January 8, 2020

FY 2021 (Academic Year 2020-2021)

- 1.5% ATB effective July 8, 2020 (includes medical professionals)
- Article 15, Section A, Subd. 1. In FY 2021, increased PDF from \$550,000 to \$570,000.

Total increase in spending (gross) in this biennium over FY 2019 base, the so-called H number: 3.88%

Total increase in spending (gross) in the next biennium (FY 2022) over the FY 2019 base, the so-called M number: 6.43%

Increased spending (gross) in this biennium in dollars over the FY 2019 base: \$5.406 million.

SUMMARY OF SIGNIFICANT LANGUAGE CHANGES

- Article 12, Section I, Subd. 4. Allow presidents discretion to grant an honorarium to an ASF Member who obtains a terminal degree in an academic field related to their position.
- Article 12, Section I, Subd. I Subd. 6. Professional Excellence Award nominee from each university who does not receive the Board award to receive \$1,000 award.
- Article 12, Section N. Modify the supplemental retirement provisions to allow for immediate implementation of the underlying statutory provisions.
- Article 16, Section A. ASF Members who are discharged for cause are excluded from eligibility for severance pay.

- Article 17, Section E. Allow ASF Members to observe religious holidays with prior notice to supervisor.
- Article 18, Section B, Subd. 1. Clarified definition of “continuous service” for purposes of vacation accruals.
- Article 18, Section B, Subds. 2, 3, and 5. Changed cap on unused vacation, vacation balance transfer, and vacation separation payment from 272 hours to 275 hours.
- Article 18, Section B, Subd. 7. Provides discretion to universities to grant credit for prior employment for purposes of vacation accruals for ASF Members hired on or after 1/1/20.
- Article 20, Section E. Allows the university to proceed with a search for an ASF position without an Association representative on a search committee, if the Association does not timely notify the University of the Association’s representative.
- Technical changes and date changes throughout the agreement.
- The parties agreed to joint work groups to address: 1) continuous service language throughout the contract and 2) issues related to workload for FLSA Exempt ASF Members

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

Name: Human Resources Committee

Date: November 20, 2019

Title: Approval of 2019-2021 Minnesota State Colleges and Universities Personnel Plan for Administrators

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Board approval of the terms in this plan is required prior to presenting it for approval by the Subcommittee on Employee Relations.

This plan was developed in consultation with

- Eric Davis, Vice Chancellor for Human Resources
- Susan Appelquist, Associate Vice Chancellor for Human Resources
- Chris Dale, Sr. System Director for Labor Relations
- Derek Hughes, System Director for Total Rewards
- William Maki, Interim Vice Chancellor for Finance and CFO.
- Devinder Malhotra, Chancellor

Scheduled Presenters:

Eric Davis, Vice Chancellor for Human Resources

Chris Dale, Senior System Director for Labor Relations

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION
APPROVAL OF MINNESOTA STATE COLLEGES AND UNIVERSITIES PERSONNEL PLAN FOR ADMINISTRATORS

1 **BACKGROUND**

2 The Minnesota State Colleges and Universities Personnel Plan for Administrators is now being
3 brought forward to the Board of Trustees for approval before moving on for legislative
4 approval.

5
6 **RECOMMENDED COMMITTEE ACTION**

7 The Human Resources Committee recommends that the Board of Trustees adopt the following
8 motion.

9
10 **RECOMMENDED MOTION**

11 The Board of Trustees approves the terms of the 2019-2021 Minnesota State Colleges and
12 Universities Personnel Plan for Administrators.

13
14 *Date Presented to the Board of Trustees:* 11/20/19
15 *Date of Implementation:* 00/00/00

Summary of Proposed Changes to the 2019- 2021 Personnel Plan for Minnesota State Administrators

Economic Changes

FY 2020

- i. 2% Merit Pool to fund in-range salary increases¹
- ii. Increase Tuition Waiver cap from 24 credits to 27 credits
- iii. Insurance as provided in the State's Managerial Plan (calendar year 2020)

FY 2021

- i. 2% Merit Pool to fund in-range salary increases
- ii. Insurance as provided in the State's Managerial Plan (calendar year 2021)

Total increase in spending (gross) in this biennium over FY 2019 base, the so-called H number: 3.70%

Total increase in spending (gross) in the next biennium (FY 2022) over the FY 2019 base, the so-called M number: 5.46%

Increased spending (gross) in this biennium in dollars over the FY 2019 base: \$7.018 million.

Language Changes

- I. Section 1.03, Subd. 2, clarify no-cause termination of employment provision
- II. Section 1.03, Subd. 3, delete reference to faculty tenure
- III. Section 1.03, Subd. 5, provide for vacation balance reduction as alternative to unpaid suspension.
- IV. Section 1.06, Subd. 1, clarify vacation accrual provisions; eliminate prohibition on vacation accrual for temporary appointments of six months or less; increase maximum amount of vacation roll-over to the 403(b) plan (or deferred compensation) from 5 to 7 days
- V. Section 1.06, Subd. 2, clarify reinstatement of sick leave does not include any portion of leave balance used to calculate previous severance payment

¹ The salary range minimums and maximums for all administrative positions are increased 2.5% per Fiscal Year in this proposal. Unlike other compensation plans and bargaining agreements, changes to the salary ranges in the Administrators Plan does not increase the actual salary paid to any individual administrator, except those administrators paid the minimum salary allowed in the range.

- VI. Section 1.06, Subd. 4, codify paid parental leave terms that were previously deemed to have been made available by Executive and Legislative action
- VII. Section 1.07, Subd. 2, clarify unpaid parental leave follows use of any paid leave that is available for birth or adoption events
- VIII. Section 1.07, Subd. 3, provide for discretionary unpaid medical leave
- IX. Section 1.07, Subd. 6, clarify interaction of unpaid leave with employment at will provisions
- X. Section 1.10, Subd. 2, clarification of extended travel status
- XI. Section 1.11, Subds. 1 & 2, clarification of relocation expense reimbursement provisions, elimination of two-bid requirement for reimbursement of moving expenses (amount can be capped up-front).
- XII. Section 1.13, Subd. 13, modify supplemental retirement provision to ensure that Plan language is consistent with any legislative changes to supplemental retirement plan or 403(b) plan
- XIII. Technical Changes and Corrections throughout



MINNESOTA STATE

Joint Audit Committees and Human Resources
November 20, 2019
11:00 a.m.
Bemidji State University – Crying Wolf Room

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. Human Resources Transactional Service Model (HR-TSM) Update (pages 1-14)

Audit Committee Members:

George Soule, Chair
Michael Vekich, Vice Chair
Bob Hoffman
Jerry Janezich
April Nishimura

Human Resources Committee Members:

Michael Vekich, Chair
George Soule, Vice Chair
Abdulahmane Abdul-Aziz
Dawn Erlandson
Roger Moe
Rudy Rodriguez
Cheryl Tefer

Presidential Liaisons:

Richard Davenport
Stephanie Hammitt

Presidential Liaisons:

Ginny Arthur
Annette Parker

Bolded items indicate action is required.



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

Name: Joint Audit and Human Resources Committees

Date: November 19, 2019

Title: Human Resources Transactional Service Model (HR-TSM) Update

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

The Vice Chancellor of Human Resources and Internal Auditing will provide an update on the Human Resources Transactional Service Model (HR-TSM) project.

Internal Auditing has continued its advisory engagement on the project since issuing an initial report in May 2018. That report contained observations and related recommendations to assist Minnesota State with the HR-TSM implementation. This is the fourth update to the board since discussing the initial report.

Scheduled Presenter(s):

Eric Davis, Vice Chancellor for Human Resources

Eric Wion, Executive Director of Internal Auditing

Christine Smith, Director with Baker Tilly

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

BOARD INFORMATION
Human Resources Transactional Service Model (HR-TSM) Update

BACKGROUND

The Human Resources Transactional Service Model (HR-TSM) is a campus-driven, system-wide effort to migrate HR transactions and payroll services to a shared service environment to improve quality, reduce risk, drive efficiency, and allow campus HR team to better focus on the needs of their institutions.

- From the enterprise perspective, the project strives to create consistent practices across the system, mitigate the risk that comes from disparate practices, and provide business continuity in the event of an emergency.
- From the campus perspective, the project increases the ability to work more efficiently, and increases capacity for transformational HR work to occur such as strategic workforce planning, talent acquisition, employee engagement, and training and development.

Phase 3 of the project, transitioning campus payroll to the service centers, is currently in progress.

Internal Auditing has been engaged in the project in an advisory capacity and issued an initial report in May 2018. The report contained observations and related recommendations to assist Minnesota State with the HR-TSM implementation. This is the fourth update to the board since discussing the initial report.

Date Presented to the Board of Trustees: November 19, 2019



November 20, 2019

Internal Audit

HR-TSM Project Update

Agenda

- Internal Audit Role
- Phase 2: Other Employee Transactions Update
- Phase 3: Payroll Update
- Reaching HR Shared Service Stabilization
- Service Center Realignment
- Appendix A: October Dashboard Summary
- Appendix B: Over and Underpayment Root Causes

Internal Audit Role

Advise on decisions, next steps, governance activities, communications.

Review status and dashboard reporting to ensure progress is on track and advise on mid-course corrections.

Attend meetings with project management team to discuss risks impacting progress and mitigation strategies.

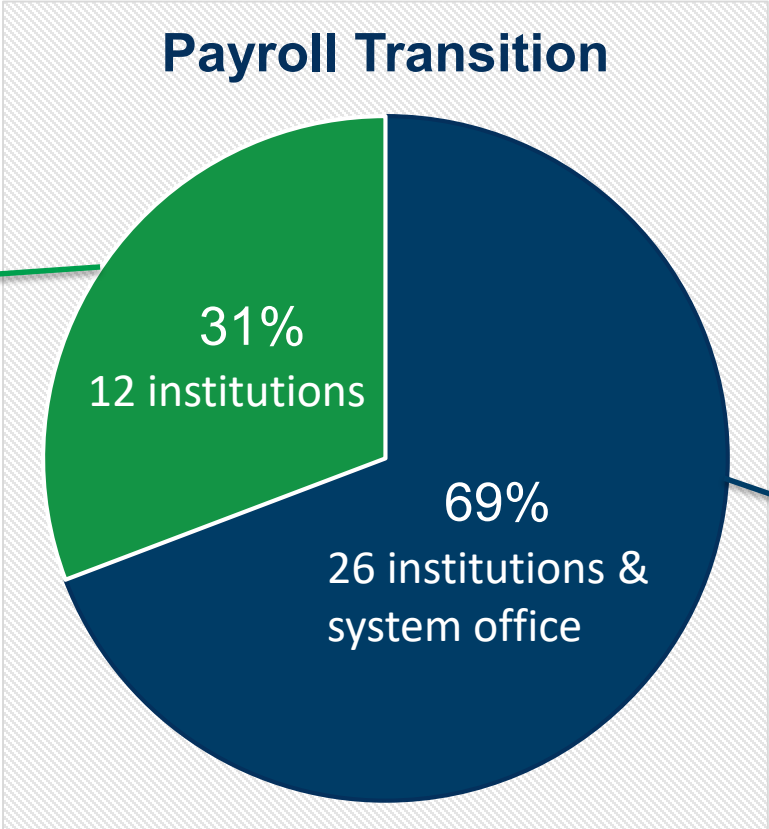
Attend the monthly governance team meetings.

Phase 2: Other Employee Transactions Update

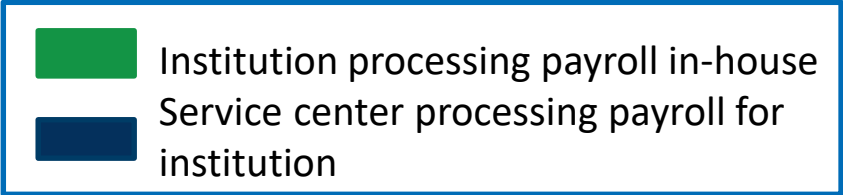
Category	Recommended Mitigation Action (April)	November Status
Service Center Performance	<ul style="list-style-type: none"> Address customer satisfaction survey results Determine how to assess Service Center performance on an ongoing basis Finalize plan to track all underpayments Continue to work with IT to generate reliable and valuable data 	<p>In Progress</p> <ul style="list-style-type: none"> Facilitated workshops at HR fall conference The HRSC Operations team is reviewing underpayment reporting
Process Standardization	<ul style="list-style-type: none"> Agree on all standard processes and the accepted exceptions to the standard processes Document all standard processes and make them easily accessible to the institutions and service centers 	<p>In Progress</p> <ul style="list-style-type: none"> HR shared service continuous improvement group to start reviewing processes
Consistent Communication	<ul style="list-style-type: none"> Clearly communicate remaining issues requiring intervention and plans to remediate Use communication templates 	<p>In Progress</p> <ul style="list-style-type: none"> VC of HR monthly update to the Chancellor Monthly dashboards sent to CHROs Continuous PM communication to HR community
Full Stabilization	<ul style="list-style-type: none"> Continue to monitor metrics and develop plan for addressing entities that require intervention Assess delegation of supervisory tasks impact on strategic HR Monitor the ability of the service centers to deliver consistent and accurate service without institution access to SCUPPS/SEMA4 	<p>In Progress</p> <ul style="list-style-type: none"> Service Center Realignment VC of HR meeting with campus leadership individually, as needed

Phase 3: Payroll Update

7.63 payroll FTE for **41%** of the total warrants in FY18 and FY19 (FTE value self-reported)



7.30 payroll FTE for **59%** of total warrants in FY18 and FY19



Reaching HR Shared Service Stabilization

Employee Intake

100% are using technology appropriately for employee intake work.

Customer Satisfaction

46-67% are satisfied with the service received from service center as of 10/9/19.

Overpayments

Workload changes and HR processing errors are the highest causes of overpayments in FY20.

Underpayments

Late approvals and HR processing errors are the highest causes underpayments in FY20.

Reaching HR Shared Service Stabilization

FY20 Overpayments (July 2019 – October 2019)	
Origin of Error	% of Total Value of Overpayments
Service Center	24%
Campus	7%
Service Center & Campus	7%
Not Reported	7%
Change in Circumstance	55%

- Overpayments are reported by the service center into a tracking document.
- The origin of error was determined based on the root cause of the overpayment identified by the service center.
- Change in circumstance includes changes that create an overpayment based on MMB policy.

Reaching HR Shared Service Stabilization

FY20 Underpayments (July 2019 – October 2019)	
Origin of Error	% of Total Value of Underpayments
Campus	66%
Not Reported	15%
Service Center	14%
Service Center & Campus	4%
Change in Circumstance	1%

- Underpayments are reported by the service center into a tracking document.
- Not all underpayments had an amount reported. The table above only includes the items that had an amount reported.
- The origin of error was determined based on the root cause of the underpayment identified by the service center.
- Change in circumstance includes changes that create an underpayment based on MMB policy.

Service Center Realignment



Risk Mitigating Strategies to Realize Benefits

- Consistent **communication**
- Retain **lessons learned**
- Clear understanding of **process changes and impacts** to campus and service center roles and responsibilities
- **Training** on common processes and procedures
- Performance and ROI **monitoring**
- **Involvement and support** from all stakeholders

Appendix A: October Dashboard Summary

Institution	Assessment	Missing supervisor	Non-supervisory unit	Tech usage - employee intakes	Tech usage - progression increases
				9/11-10/8	
		2 or fewer		100%	
DCTC/Inver Hills CC		0	1	100%	n/a
Metro State		0	0	100%	100%
Normandale CC		0	0	n/a	100%
Northeast Higher Education District		0	0	n/a	100%
Pine TCC		0	0	100%	n/a
SMSU		0	0	100%	100%
System Office		0	3	100%	100%
Hennepin Tech		0	0	100%	100%
MSC Southeast		0	0	n/a	n/a
MnWest CC and TC		0	0	100%	100%
M-State CC and TC		0	0	100%	100%
MSU Moorhead		0	1	100%	100%
North Hennepin CC		0	0	100%	100%
Northland CTC		0	0	100%	100%
Rochester CTC		0	0	100%	100%
Alexandria TC and CC		0	0	100%	100%
Anoka Tech/Anoka Ramsey CC		1	0	100%	100%
Bemidji State University/NTC		0	0	100%	100%
Central Lakes College		0	0	100%	100%
Century College		3	0	100%	100%
Fond du Lac Tribal and CC		1	1	n/a	n/a
Lake Superior College		0	1	100%	100%
Minneapolis College		4	3	100%	33%
MSU, Mankato		0	3	100%	88%
Ridgewater College		0	0	100%	100%
Riverland CC		0	0	100%	100%
South Central College		1	0	100%	100%
St. Cloud State University		0	0	100%	100%
St. Cloud TC and CC		0	5	100%	100%
St. Paul College		0	1	100%	67%
Winona State		0	0	100%	50%

Appendix B: Over and Underpayment Root Causes

Origin of Error	Root Causes
Service Center	<ul style="list-style-type: none"> • HR Processing Errors • Payroll Processing Errors • SCUPPS/SEMA4 Interface Issues
Campus	<ul style="list-style-type: none"> • Assigned Credits Error • FWM Coding Error • Timesheet Errors • Late Approval • FLSA Errors
Service Center & Campus	<ul style="list-style-type: none"> • Communication Issues
Change in Circumstance	<ul style="list-style-type: none"> • EE Status Change • Workload Change
Not Reported	<ul style="list-style-type: none"> • Other • Left Blank



MINNESOTA STATE

**30 East 7th Street, Suite 350
St. Paul, MN 55101-7804**

**651-201-1800
888-667-2848**

www.MinnState.edu



This document is available in alternative formats to individuals with disabilities.

To request an alternate format, contact Human Resources at 651-201-1664.

Individuals with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

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



MINNESOTA STATE

Diversity, Equity, and Inclusion Committee

November 20, 2019

1:00 P.M.

Bemidji State University
1500 Birchmont Drive NE
Crying Wolf Room
Bemidji, MN 56601

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.

1. **Minutes of June 18, 2019 (pp. 1 -11)**
2. Review: Office of Equity and Inclusion Strategic Plan (pp. 12-53)
3. Campus Climate Project Update (pp. 54-55)

Committee Members:

Rudy Rodriguez, Chair
George Soule, Vice Chair
Ashlyn Anderson
April Nishimura
Louise Sundin
Cheryl Tefer
Samson Williams

President Liaisons:

Anne Blackhurst
Annesa Cheek

Bolded items indicate action is required.



**Minnesota State Board of Trustees
Diversity, Equity and Inclusion
Committee Meeting Minutes
McCormick Room
June 18, 2019**

DEI Committee members present: Rudy Rodriguez, Chair; Louise Sundin, Vice Chair;
Trustees: AbdulRahmane Abdul-Aziz, Ashlyn Anderson, Jay Cowles
Absent: April Nishimura and George Soule

Other board members present: Chancellor Malhotra, Trustees: Alexander Crillo, Jr.,
Dawn Erlandson, Robert Hoffman, Roger Moe, Cheryl Teffer and Samson Williams
(phone)

Guest Presenters: Dr. Josefina Landrieu, Assistant Diversity Officer and Briana
Williamson, Director of Equity Assessment

Chair Rodriguez called the meeting to order at **1:06 PM**.

Chair Rodriguez: Today, we will hear an update from the team on campus climate. I will hand it over to Dr. Pickett.

Dr. Pickett: Good afternoon Chair Rodriguez and the trustees around the table. For those joining us virtually and in the audience, my name is Clyde Wilson Pickett, I serve as the Diversity Officer for the System Office and my pronouns are he, his, and him. I'm here with my colleagues, Assistant Diversity Officer, Dr. Josefina Landrieu and Director of Equity Assessment, Briana Williamson to present an update on our endeavors to advance campus climate review.

During our time today we will talk specifically about our efforts to expand campus climate and to examine the experiences of our colleagues on our campuses around the system. Certainly, we're reminded in the work we do that it's imperative to examine how individuals experience our institutions and more importantly, how we treat individuals. As we reimagine Minnesota State, we think about our efforts to advance equity, certainly the experience individuals have at our institutions (students, staff, faculty, and extended community) and the way they are treated, is critical. During our time together, we will talk more robustly about the background for this campus pilot project, the framework methodology that got us, the role of campus action teams, and our preliminary findings. Certainly part of this work is around campus action planning so we will discuss next steps and implementation of this work.

As we begin our time together, certainly we thought it was important to examine the project scope and goals. As with most project endeavors, the campus climate project is no different having a very specific scope and appending set of goals. This scope and subsequent

goals are grounded by the overarching expectation of establishing, developing, and implementing a system-wide strategy to assess, ultimately, adjust, and impact campus climate. It is in that spirit and having an understanding that as a system we must be responsive to the needs of our colleagues, indeed the colleges & universities, and more importantly, our students. To prioritize that experience is important. Meeting this challenge requires our efforts in creating tools that are relevant, inclusive, and responsive to the needs of a broad and diverse group of learners, employees, and community members. An additional goal of the campus climate work is to work collaboratively with campus pilot teams to advance efforts to assess climate and to inform broader strategy to impact change.

In looking at that, you're reminded that we introduced some time ago, a framework and methodology for which we will examine as a system approach to campus climate. Included in that information, is the understanding that frameworks help us coordinate and organize action. In other words, it conveys to others how these pieces all fit together. More importantly, it provides a road map to address the issues that impact the climate of an institution. Included in those conversations are student success outcomes, employee development and how we work proactively to support those individuals to work to meet the needs of students. The conversations of broad engagement, leadership support, equity infrastructure, and inclusion.

A useful campus climate framework offers the following: It links climate (perceptions and behaviors) and practices (what institutions do) which lead to student outcomes. It is built on a diverse body of research (used across multiple contexts). It strives to understand the experiences of diverse populations to diminish inequities and improve experiences. To address students' equity and educational outcomes by **identifying the elements** of a diverse learning environment among Minnesota State institutions. A climate assessment of students' **perspectives and experiences** among colleges and universities can provide data on climate elements that not only impact the educational outcomes of students, but also bring to light gaps and needs to be addressed. It is my pleasure to turn the presentation over to my colleagues who will talk more about the formal process in this pilot and we will culminate our time together to discuss the last step of action planning.

Dr. Landrieu: Good after Chair Rodriguez, trustees and Chancellor Malhotra, I am Josefina Landrieu, Assistant Diversity Officer with the System Office, and my pronouns are she, her, and hers. It is a pleasure to bring this presentation to you today as it comes with a sense of accomplishment of the work we've done in past several months. As Dr. Pickett has mentioned, we have come before you in past meetings to share updates and progress on our work but with a lot of research, planning, and a lot of consultation went into the initial stages of our work. As you can see in the timeline in front of you, we have completed a successful campus climate pilot assessment that provided us with critical information as we move forward with our work. More importantly, we have learned a great deal as to how this work can be implemented across Minnesota State institutions. Now that we have had time to reflect, write some more, and wrap up the work with our pilot campuses, we feel

confident that we can effectively inform system-wide strategy on campus climate assessment.

To ensure a holistic and relevant pilot experience, the campus climate process was intentionally developed to reflect the uniqueness and individuality of each of the participating institutions. Campus characteristics of consideration include geographical location (metro, non-metro, headcount, enrollment, and campus diversity) as well as single or multi-campus designation to name a few. I mentioned this before, but a key element of this work was to keep our process and tools relevant to Minnesota State institutions. Doing so would not only ensure that the pilot activities and tools were applicable to the context of the institutions involved but it would allow us to be good stewards of our resources. We had a very limited budget for the work we've had accomplished which not news to you. I also cannot pass this opportunity to THANK the colleges and university that embarked in this work with us. From the presidents who put themselves under the magnifying glass to the Diversity Officers, Human Resource Officers, student affairs professionals, and institutional research directors who carried the work throughout the year alongside our office. If it wasn't for these brave institutions this work would have not been possible.

Now I will take a quick step back and share a few definitions of what campus climate refers to. These definitions shed light on the importance of campus climate as a tool to keep our finger on the pulse of an institution. The climate of a particular organization refers to the attitudes, behavior and practices but it also speaks to the quality of interactions and relationships across different groups. Climate refers to the experience of individuals and groups on a campus and the quality and extent of the interaction between those various groups and individuals. Our methodology to develop and implement a campus climate assessment process included three different mechanisms by which we gathered data: an assessment tool, an observation protocol, and stakeholder focus groups.

The survey that we developed after much consultation with stakeholders is part of the assessment process. It's now a 50-55 item survey that took approximately 12-15 minutes for participants to complete online. It encompasses students, faculty, and staff as respondents, depending on the individual's role at the institution they get a different set of questions. As you saw on the Transformative Inclusion framework previously shared by Dr. Pickett, survey items were developed in connection to each quadrants of the framework covering issues around student success, employee development, diversity, equity, and inclusion infrastructure as well as engagement.

Phase II included conducting stakeholder focus groups across all participating institutions. Campus action teams were encouraged to solicit representation from groups who may have not provided feedback through other facets of the assessment process. A lesson learned from these focus groups was to ensure that if a multi-campus institution is participating that representation from all campuses should be included. Each campus in a multi-campus institution is unique and the process should allow for data to be applicable to issues within that particular setting. Not on this slide, but Phase III was the final component of the data

collection process, through the use of an observation protocol to provide additional qualitative contextual insights from the campus work teams. Observation protocols are widely used in higher education to better understand student learning environments and the effects they have on student behavior and learning. For example, a campus may choose to apply this component to a particular area of the campus (i.e. student services center, a major event on campus, or other areas of the physical environment).

Under the guidance and support of Director of Equity Assessment, Briana Williamson, campus teams got to work right away last fall. Their task was to develop and inform their strategy for implementing the pilot activities on their campus. They were asked to identify campus access points and communication with campus stakeholders. They deployed each data collection activity according to their previously identified timeline and served as liaisons between the action team, campus stakeholders, and system office as well as the other participating campuses.

While our office provided ongoing technical assistance to each campus team, the on-the-ground work was conducted primarily by the action teams. These teams were also integral to the development of a campus climate community of practice at Minnesota State. They came together regularly and informed the larger strategy while keeping an eye on the local level.

Team composition of campus action teams varied by college or university, however, campuses were encouraged to create teams that were composed of a diverse group of stakeholders. Both in respect to demographic representation and compositional diversity of faculty and staff but also in terms of area of expertise and perspective. The key was the leadership and involvement of the campus diversity officer, student affairs colleagues, and institutional research professionals.

I am pleased to now turn it over to Director Williamson who will share some preliminary findings from the pilot work.

Director Williamson: Thank you both. Good afternoon, Chair Rodriguez, trustees, and Chancellor Malhotra; my name is Briana Williamson and I currently serve as the Director of Equity Assessment for the System Office. I have the opportunity to share some of the preliminary findings. A part of this process, each of the campus communities that participated in the pilot received an in-depth campus climate report of their qualitative and quantitative findings. Some of those findings we had clustered into themes such as leadership and communication. Overall, throughout the process, we saw an average response rates of 35% for faculty, staff, and administrators and 15% average response rates for student participants.

Demographically speaking, we had roughly 42% of the participants self-identify as American Indian or from a community of color. We also received representation across socio-economic status, gender identity, and ability, to name a few of the different areas. The campus climate findings essentially varied by campus, this slide illustrates the type of data

that campuses received in their pilot reports. This question talks about campus perceptions of open communications on matters of equity and inclusion. While the majority indicate the response in favor, when we review the data from other campus stakeholders, we found other realities that were more apparent.

Another question focused campus safety, in terms of perceptions of safety, we found that while the quantitative data revealed high favorability across the majority of campus stakeholders, a more in-depth review of the qualitative responses provided additional insights into the campus response. For example, we learned that campus stakeholders each viewed campus safety, both in term and concept differently based on their individual identities and their experiences with the campus community. Furthermore, we observed balance in responses, some responded based on spatial factors such as the presence of campus safety or the lighting in the parking lot after a night class. While others responded based off on how other members of the campus community made them feel more or less safe.

As we got into questions in regards to diversity, equity and inclusion infrastructure, we found great and high favorability across in almost all campus communities. One of the unique points of insights is that for each of the campuses that participated, there was almost 100% or 95% or greater of favorability indicating that almost every participant felt that equity and inclusion was important and a greater need to foster that within their campus community as it relates to campus climate and student success. However while a large percentage of respondents felt supported, we also learn some members of the campus experienced discrimination that greatly impacts how they perceive their campus community. That was noted across faculty, students and staff.

As we consider factors around student success, an essential narrative of a campus climate surrounds the ways in which the ability of the student to be successful or impacted. Across pilot institutions, we saw high levels of probability with regard to student perceptions of the ways which of the faculty can create and maintain welcoming and supportive of learning environments. However as we look even further, we find that members of the campus community feel that there is still room to improve regarding the campus' ability to identify and respond to educational disparities between the majority and underrepresented populations on campus.

In terms of engagement, while campus climate research has illuminated the ways that many campus stakeholders engage with the campus community including create counter spaces such as safe zones or multicultural centers. We found that respondents felt that campus leadership demonstrated an understanding of not only gender identity but racial identity, socio-economic identity, veteran status and so forth. So across the board of demographic factors, we saw that the campuses felt support from leadership, however, when we get to the other point, the majority of faculty and staff felt that college/university maintains an environment that is supportive of people from difference races and identities. Some of those other categories such as socio-economic status or gender were not as prevalent for

the faculty and staff as those were some of the factors that were not commonly shared across the campus community. So in terms of creating counter spaces, we found that one of narratives and ways that students engage with the campus is creating safe zones. Those would be some of the accessibility resource centers or if they identify a campus cultural or another affinity group, creating a registered student organization as a way to counter some of the impacts that campus climate.

In the employee development area, when we further disaggregated the way employees perceive how campuses can provide support and build capacity around matters of equity and inclusion, we found that many employees shared a desire for improvements in employee onboarding, professional development, and building the capacity to support an inclusive and welcoming learning environment. As we got further into the focus groups with more in-depth conversations, we found that many members of the campus community including faculty and staff were supportive of equity and inclusion efforts. But they wanted more training or professional development to effectively improve their campus environments. I will now turn it back over to Dr. Pickett.

Dr. Pickett: As we see the information, it illuminates the need to continue the work. Simply put, to endeavor and move forward, the campus climate survey is just the beginning of this process. As campuses unpack the work, the next step would be to move forward with an appropriate action team to advance the work forward. The campus climate assessment process is culminated in a development of a Campus Climate Action Plan. This formal plan is influenced and shaped by the results of the campus climate assessment and should focus on six core objectives designed to advance, address and move the work forward.

As we think about this work, certainly the conversation about data segregation is an imperative. We think about the experiences of all individuals as they answer these questions and how broad constituents might answer a certain way but when we disaggregate the data and think about the experiences of other constituents, it is imperative for us to look further and to think about that. For example, as Mrs. Williamson indicated the conversation around employee development, less than half the employees indicated onboarding. It points to the need for continued development in that space but thinking further what that might mean depending on the classification of employees and to be responsive to the needs to address broader implications. So if we think of that in terms of situations, space and location, further efforts might be appropriate based on race, ethnicity, socio-economic status, sexual orientation, etc. How we welcome employees and certainly, students to our environments is an imperative. How we continue to develop their experience and respond to their needs will be the ultimate factor in how we retain them. Certainly the pending presentation to this will be more in-depth about employee demographics but the conversations are appended as we think about campus climate and the experience ultimately goes beyond just what individuals report, but how we continue to advance and move the work forward. In terms of our next steps as we think about the implementation of campus planning, we're reminded of broader steps of an action plan. Certainly that includes implementation and follow through that has to be impactful in the

following objectives: Support an environment where open communication, information sharing and transparency is valued and actively observed. Support and cultivate a culture where trust and civility are supported and valued. Support a college-wide culture of teamwork and collaboration. Prioritize a caring community with regard to all stakeholders. Encourage the active engagement of employees in the support and innovation for student success and completion. Support a culture that encourages the empowerment and accountability of all stakeholders.

As we close and reflect on what we have learned and progress toward our broader effort to Reimagine Minnesota State, we believe that the experiences of all our constituents is critical, respectful for all. Given that our next steps include the need for further cultivating technical assistance for campus action teams to advance this work. We will work as a division to deliver to campuses and campus climate toolkit to support campuses in having a specific survey to advance their efforts to examine climate. Lastly, we push forward developing a system-wide strategy including metrics around advancing campus climate. This work will prioritize our collective efforts to create inclusive environments for all and to work to blueprint and share an enterprise wide strategy to measuring campus with built in accountability for change.

We will pause and take your questions before we culminate the presentation, Chair Rodriguez.

Chair Rodriguez: Thank you Dr. Pickett. Any questions from the trustees?

Trustee Hoffman: Needless to say, I want to go to Director Williamson for a question, I want to ask you to prioritize, in your assessments, what is the greatest concern that you discovered?

Director Williamson: I would have to disaggregate that by population, I would have say from the student's perspective, the greatest concern was the manners in which the larger campus community made them feel included but also the barriers within the greater of the community where the campus reside in bringing the community along in that work. Looking at how students get employment in that community but also on the campus, so some of those factors that were less within our campus control yet also situated around the campus. For faculty, staff, and administrators, the comments were heavily concentrated around factors or perceptions of feeling heard, how matters of equity and inclusion are communicated to various campus stakeholders, and the perceptions of which if those matters are communicated proactively or reactively. Overall, how the campus members feel included in the decision-making around the matters of equity and inclusion.

Trustee Tefer: Dr. Pickett, maybe you can answer this. I have a question related to the populations and questions that you are asking, whether or not if you directed any of your assessments to student populations with physical disabilities, students with

neuropsychiatric disabilities such as bipolar illness, schizophrenia and finally, students on the autism spectrum?

Dr. Pickett: I will also let Director Williamson answer that question and then I will weigh in on after her response.

Director Williamson: Trustees, Chair Rodriguez, Chancellor Malhotra and Trustee Tefer. 11% of the participants self-identified as having an accessibility or a person with an accessibility. While we didn't further disaggregate, in our qualitative comments, we had comments shared about the specific accessibility challenges, there were reported some intersectionality between the two. People who were persons with accessibility challenges but they were also members of racial, minority, ethnic or gender identity.

Dr. Pickett: Trustee Tefer, thank you for your question and absolutely, we care about all individuals and I will say that very publicly. In terms of us specifically targeting students and employees in that population, we did not in this iteration of the campus climate survey. One of things that we should note as we think about campus action teams and specifics around what's illuminated as campuses unpack this information, there then comes the opportunity for us to review that information. One of the things I would caution us to think about as we think about the size of some of our campuses, it's how it can be perceived if we are targeting certain populations as it relates to some of those things. I think when it comes the broader umbrella of equity, absolutely we know that we have an increasing population of individuals who identify that they have different and varying ability standards on the continuum. As we think about the broader equity work, certainly we have target that and it exist beyond the pilot to examine how we do that on each campus.

Trustee Erlandson: I like the open-endedness in the question, "I feel safe and secure while on campus" but before that question was asked, was it put in a context around equity and inclusion. Someone can say, "I feel like nobody will sexually assault me" which is in the general realm but not exactly on point. It is a very broad question and maybe you wanted it broad but I'm curious about that.

Dr. Landrieu: The questions, while I cannot speak to what question came before it, we had worked with a research group at MSU-Mankato on the survey development and how each question was posed to the participants to try to not sway participants to respond a certain way. There is more than one question on campus safety, this is just the one we had selected. When we develop the metrics around campus climate, there is a group of questions that speak to an indicator on campus safety for example, it's not just one question.

Trustee Erlandson: Then I have a second question well a comment, I just want to state that I fully support this, again, the system-ness and support having a toolkit or a resource that the system office can provide particularly smaller colleges that doesn't have enough staff to develop these things on their own as you've done a lot of research. I also want to note that

Chief Diversity Officer Pickett took the board through a training, it was fascinating and terrific. One thing I really like is the tool you used where it made everyone think how they're different from someone else. Sometimes these efforts make some groups of people feel like they caused all the problems and then they rebelled. It's better if we all think of ourselves, in some ways, being in the minority of the group of some kind. It was as very inclusive way to talk about these issues.

Dr. Pickett: Trustee Erlandson, thank you for that feedback as it is good to know that you found it productive and it helped us position some of the greater work. As we think about next steps in this work, certainly we have to think more inclusive in how we advance our efforts forward, part of that conversation absolutely is about campus resources. As we think about diversity officers at our institutions that are smaller in size, in different contextual situations, part of our role in being consultative is to provide that additional bench step in helping them work through that. One of the benefits to having a pilot, is to put forward next steps and ideas in a toolkit format that can be adapted based on campus size. We are pleased with that.

Trustee Abdul-Aziz: I just want to provide a comment. As a student who was able to take one of these campus climate assessments and was able to give my opinion on campus and overall safety and what not. I am a very bottom of the line kind of person, I really appreciate that there's something in here for the next step of implementation and how that's going to affect students as we see what the problem is, we've accessed the campuses and now we something we know will impact and fix those problems. So I really appreciate that and want to say, "Thank you".

Dr. Pickett: Thank you Trustee Abdul-Aziz and certainly we understand that student engagement and input in process and in action teams is imperative in moving campus climate forward.

Chair Rodriguez: Trustee Williams, are you on the line and do you have a question?

Trustee Williams: Yes, I am on the line but I do not have a question.

Chair Rodriguez: In the interest of moving on, I just have three quick questions in which I will ask all at once. You mentioned the percent completion, if you can just repeat that and how you about the percent completion of the survey? Have you or do you have plans to compare this to external benchmarks? And can you or do you plan to further disaggregate the data to compare different populations, like how women responded versus men, particularly on the safety piece to Trustee Erlandson's comment earlier and how people of color feel from a safety perspective versus the non-Hispanic/white population?

Director Williamson: Chair Rodriguez, so in thinking of about your question, about how each campus individually responded. In terms of response rate satisfaction, nationally, I think in terms of students, we were looking for a 10% response which is average. Our students came

in at about a 15-16% response, so we were satisfied however, one of the things that we illuminated was how we can further encourage underrepresented and historically marginalized groups to participate in that process and so we did have the overarching response rate would be room for improvement to ensure that those populations would also be reached. To speak to the plan to disaggregate, at this time, the work with the campus action team is to working with each them to individually to disaggregate and extract. Some of our campuses had the opportunity to add in questions that was more individual regarding specific campus programs. So we are working with them to further disaggregate that data and use them to create a comparison and composite reports that each campus will get with their focus group results as well.

Dr. Landrieu: If I may answer, we kept an eye on external and national tools and assessments while we were working on this and the development of our tools and survey. We plan on also doing further disaggregation across all pilot data sets for the four institutions. Our plans for this fall is to actually put this together and publish an article out of this work to be able to begin to solidify the literature behind our work as we move this forward beyond the pilot teams. Our campuses are often times asking if they can compare themselves in terms of campus climate benchmarks to other institutions similar to them. So we are wanting to move in that direction so it has been a part of the planning for sure.

Trustee Cowles: How will the individual campus action teams socialize the data? In other words, how fully transparent is your research going to be made and to whom?

Director Williamson: For each of the campus action team, there is a different plan. We talk about with campus climate the occurrence of flashpoints, bias incidents or things that might happen on the campus. So base on characterization, we have some campuses that are more broadly sharing with faculty and staff over the summer then have a plan to roll out with students in the fall. So we have series within that toolkit to create a guideline of how you would roll it out to the campuses. Therefore, each of the campuses will be condensing their larger report into a smaller 3-5 pages report that will be public facing. Above and beyond that, we are individually working with each campus action to talk about are there meetings that will happen with cabinet, department or how they feel they would like for us to assist on their individual campus.

Dr. Pickett: To append to that Trustee Cowles, as the campus action teams move forward, we see the opportunity for them to share the information directly with their campus diversity officers and for us to convene a broader group to think of how we move this work forward collectively as a system. So part of system-ness is to advance strategy and think about how we move that work. One of the things we're most excited about that Dr. Landrieu indicated this is for us to continue to move broader national scholarships as it relates to campus climate forward. In looking at our colleagues nationally, a few have ever moved forward with a system-based approach to look a campus climate. So we are looking forward to continuing this work, it is a work in progress but adding to the body of

scholarship and continuing to not only help our system but help others as they move this work forward.

Trustee Cowles: Also, quickly, I had noticed on slide #4 that there was reference to the Landrieu & Pickett paper that was published in 2018 so I think that is commendable effort on your part to memorialize and share this as well. Thanks.

Approval of Diversity, Equity, and Inclusion Committee Meeting Minutes

Committee Chair Rodriguez called for a motion to approve the Diversity, Equity, and Inclusion Committee Meeting Minutes of March 20, 2019. A motion to approve was made by Trustee Cowles and seconded by Trustee Anderson. The minutes were approved as written.

The meeting adjourned at 1:43pm
Ka Her, Recorder

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

Name: Diversity, Equity, and Inclusion

Date: November 20, 2019

Title: Review of Office of Equity and Inclusion Strategic Plan

Purpose (check one):

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

Brief Description:

This session will provide an overview and update to the committee regarding information on the strategic plan and process undertaken to support the Office of Equity and Inclusion.

Scheduled Presenter(s):

Clyde Wilson Pickett, Chief Diversity Officer
Josefina Landrieu, Assistant Diversity Officer
Tarrence Robertson, Project Director of Diversity, Equity and Inclusion

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM
REVIEW OFFICE OF EQUITY AND INCLUSION STRATEGIC PLAN

BACKGROUND

This session will provide an opportunity for the committee to review the draft strategic plan for the Office of Equity and Inclusion. The presentation will include information on the formal process utilized to draft the plan along with information on the strategic pillars that will guide future diversity, equity, and inclusion work for the division. The committee will have an opportunity to review the strategic goals shared in the plan, along with information on the process for roll-out of the plan and next steps. The presentation will culminate with an opportunity for the committee to offer feedback and present questions to the staff of the Office of Equity and Inclusion.

2020-2023

Office of Equity and Inclusion Strategic Plan





Contents

DRAFT

Inclusive Excellence Statement	04
At a Glance: Minnesota State Office of Equity and Inclusion Strategic Plan.	05
Strategic Planning Background and Purpose.	06
Strategic Priority Areas and Goals	07
Embedding Diversity, Equity, and Inclusion within Minnesota State.	08
Theory of Change	09
Strategic Plan Strengths, Limitations, and Opportunities.	12
Proposed Process and Partnerships.	13
Strategic Plan Implementation Timeline	14
Key Definitions	15
Priority Areas	16
Priority Area 1: Diversity, Equity, and Inclusion Expertise and Strategy	17
Priority Area 2: Equity in Academic Outcomes	20
Priority Area 3: Civil Rights Compliance	24
Priority Area 4: Policy and Advocacy	27
Priority Area 5: Campus Climate	29
Priority Area 6: Supplier Diversity	32
Priority Area 7: Workforce Diversity/Talent Management Development.	34
Priority Area 8: Community Engagement and Partnerships	37
References	39

Inclusive Excellence Statement

DRAFT

“Inclusive Excellence re-envisioning both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity and inclusion efforts move beyond numbers of students or numbers of programs as end goals. Instead, they are multilayered processes through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more.”

- Williams, et. al (AAC&U)

At a Glance: Minnesota State Office of Equity and Inclusion Strategic Plan

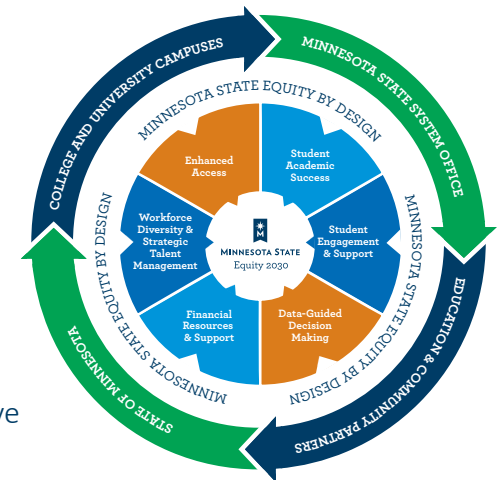
DRAFT

Office of Equity and Inclusion Mission

The Minnesota State Office of Equity and Inclusion ensures students, faculty, and staff across Minnesota State learn and work in environments that actively promote equity and inclusion. The values that guide this work include access and opportunity, equity and inclusion, cultural competency, culturally responsive pedagogy and service, and community engagement.

Embedding Diversity, Equity, and Inclusion throughout Minnesota State

The Equity 2030 initiative is in the pursuit of “ensuring inclusive excellence is embedded in our colleges and universities and across all our practices.” It is the Office of Equity and Inclusion’s vision that diversity, equity, and inclusion become woven into the fabric of the operations of Minnesota State and integrated into the work of administrators, faculty and staff, as well as in the experiences of all students. Students will develop an understanding and awareness of equity, diversity, and inclusion. Faculty and staff and administrators will not only understand how diversity, equity, and inclusion affects them in their roles, but also how they can act with intention to improve and embrace diversity, achieve equity in outcomes, and provide an inclusive experience for all members of the Minnesota State community.



Minnesota State Nondiscrimination Statement

No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.

Strategic Planning Background and Purpose

DRAFT

The Office of Equity and Inclusion undertook a strategic planning process in spring 2019, to better inform and align its work of establishing the strategy for diversity, equity, and inclusion with the strategies of Minnesota State. It builds on previous equity and inclusion strategic plans (both 2011-2015, and 2015-2017), and draws on the commitment of the Minnesota State chancellor and chancellor's cabinet to address equity education gaps through the Equity 2030 framework. Equity 2030 aims to eliminate educational equity gaps at all colleges and universities of Minnesota State by 2030. This strategic plan is intended to guide the Office of Equity and Inclusion's work in the immediate and long-term future (2020-2025).

As of fall 2019, the Office of Equity and Inclusion has received feedback from campus diversity officers (CDOs), Minnesota State leadership, bargaining units, and student associations (Lead Minnesota and Students United) on the priority areas and Minnesota State goals related to diversity, equity, and inclusion. In the coming months, the Office of Equity and Inclusion will continue to engage in a consultative process and review the strategic plan with additional key stakeholders including Minnesota State divisions (HR, ASA, etc.), the chancellor's cabinet, the Minnesota State Leadership Council (college and university presidents), and bargaining units to ensure a collaborative approach to setting and achieving diversity, equity, and inclusion goals.

Strategic Priority Areas and Goals

DRAFT

The Office of Equity and Inclusion has identified eight strategic priority areas which outline specific goals within each area that are consistent with its Theory of Change and emphasize that work in one area relies on and influences work in all other areas. The eight priorities rely on strong partnerships and collaboration across Minnesota State and are designed to achieve diverse, equitable, and inclusive working and learning environments within the system. They are as follows:



Diversity, Equity, & Inclusion Expertise and Strategy

Build equity minded practitioners (administrators, faculty and staff) through professional development opportunities.



Equity in Academic Outcomes

Ensure all Minnesota State students have access to equitable opportunities in all aspects of their education and that all colleges and universities are student ready to serve a more diverse student body.



Civil Rights Compliance

Improve support and resources for colleges and universities related to compliance with Title II, VI, IX of the Civil Rights Act, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973.



Policy and Advocacy

Ensure all policy protocols and procedures at the Minnesota State incorporate an equity lens and strengthen public support for public higher education.



Campus Climate

Support the work of Minnesota State colleges and universities to ensure welcoming and inclusive environments across the colleges and universities.



Supplier Diversity

Improve Minnesota State supplier procurement practices with minority, women, and disenfranchised business enterprises (MWDBEs) and veteran owned businesses.



Workforce Diversity/Talent Management & Development

Build a more diverse workforce by integrating diversity, equity, and inclusion in recruitment, hiring, and retention practices and prepare students for a global and diverse workforce.



Community Engagement & Partnerships

Strengthen authentic and sustainable relationships and partnerships with community-based organizations (CBOs) and other institutions that work to address educational disparities for all members of the Minnesota State community.

The Office of Equity and Inclusion’s long-term goals are that:

- » **Educational equity gaps (as measured by student persistence, completion, and graduation) are eliminated at all colleges and universities of Minnesota State; and**
- » **Minnesota State workforce diversity is strengthened through equity in recruitment, hiring, and retention.**

The Equity 2030 initiative is in the pursuit of “ensuring inclusive excellence is embedded in our colleges and universities and across all our practices.” It is the Office of Equity and Inclusion’s vision that diversity, equity, and inclusion become woven into the fabric of the operations of Minnesota State and integrated into the work of administrators, faculty and staff, as well as in the experiences of all students across the colleges and universities. More specifically, each student, faculty, and staff will not only understand how diversity, equity, and inclusion affects them and their roles, but also how they can act with intention to improve and embrace diversity, achieve equity in outcomes, and provide an inclusive experience for all members of the Minnesota State community.

To achieve this vision and goals for diversity, equity, and inclusion at Minnesota State, the Office of Equity and Inclusion has developed a Theory of Change (see Figure 1 on page 8) to prioritize its work. The Theory of Change not only identifies key change levers for addressing equity and inclusion, but also emphasizes that work in one area relies on and influences work in all other areas. Change cannot occur when the focus is solely on the academic enterprise.

Student success increases when students, faculty, staff, and communities feel welcomed and included:

- » **when they act in ways that are welcoming and inclusive to others;**
- » **when the college and university facilities make it possible for all stakeholders to be engaged; and**
- » **when partnerships with CBOs are strong and sustainable.**

The Theory of Change also provides a framework for aligning the Minnesota State equity strategy and the areas of focus for equity and inclusion across the colleges and universities. The Office of Equity and Inclusion, as a division of Minnesota State, will focus its efforts on influencing system strategy, structure, and policy. The Office of Equity and Inclusion will lead efforts focused on eight equity and inclusion priority areas and provide tools and guidance to support the equity and inclusion efforts of the colleges and universities of Minnesota State. Changes in Minnesota State structures and policies, combined with training and support for colleges and universities, will increase campus capacity for equity and inclusion work.

Policy and Advocacy

- » Ensure Minnesota State colleges and universities that receive federal funding are compliant with civil rights legislation.
- » Ensure all Minnesota State and campus policies incorporate an equity lens during the development, implementation, and review processes.

Equity in Academic Outcomes

- » Achieve equity in student success academic outcomes across the colleges and universities of Minnesota State to support Equity 2030.
- » Improve assessment of equity and inclusion efforts at colleges, universities, and Minnesota State.

Campus Climate

- » Support the work of Minnesota State colleges and universities to ensure welcoming and inclusive campus environments across the colleges and universities of Minnesota State.

Civil Rights Compliance

- » Improve support and capacity for compliance with state and federal civil rights laws.
- » Ensure civil rights compliance at colleges and universities receiving federal funding (i.e., Perkins Grant funding).

Diversity, Equity, & Inclusion Expertise and Strategy

- » Advance strategy and provide consultation to Minnesota State colleges and universities to advance equity.
- » Support the development of diversity education and cultural competency professional development for Minnesota State stakeholders.

Community Engagement & Partnerships

- » Establish and improve intentional and authentic connections with CBOs and other institutions that work to address educational disparities and workforce needs in Minnesota.

Workforce Diversity/Talent Management & Development

- » Build a more diverse workforce across the colleges and universities of Minnesota State through equitable recruitment practices.
- » Address retention disparities affecting employees of color and American Indian employees.

Supplier Diversity

- » Improve Minnesota State supplier procurement practices with MWDBEs and veteran owned businesses.

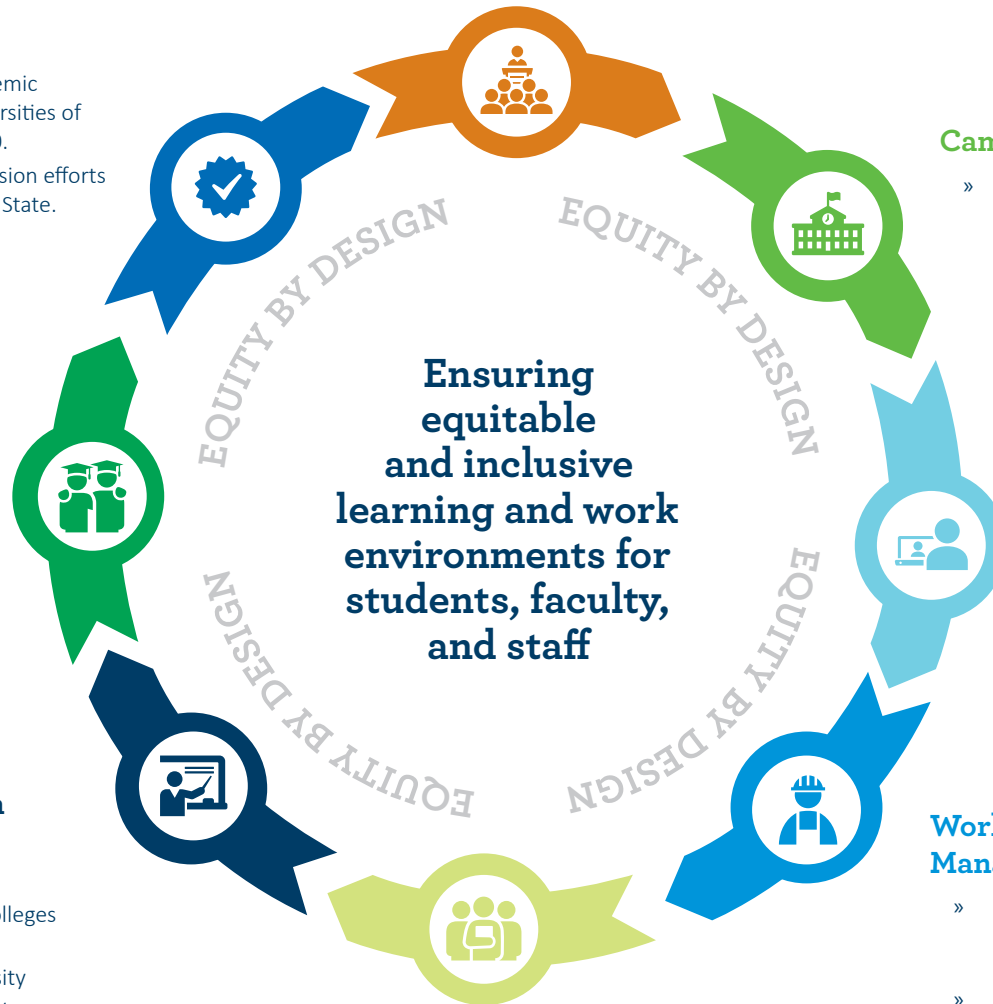


Figure 1: Minnesota State Office of Equity and Inclusion Theory of Change.

Minnesota State Equity Strategy

- » Develop, review, and shape policies with an equity lens.
- » Guide, influence, and monitor Minnesota State equity strategies.
- » Ensure compliance with civil rights policies, regulations, and laws across the colleges and universities.
- » Consult with Minnesota State divisions to inform their equity strategy.
- » Partner with Academic and Student Affairs to impact equitable academic outcomes.
- » Promote statewide community engagement and advocacy.
- » Collaborate with Human Resources to address workforce diversity and talent development.

Colleges and Universities Equity Areas of Focus

- » Identify and support the role of CDOs to shape campus strategy for Equity and Inclusion.
- » Partner with the Academic and Student Affairs Division to address disparities and ensure equity in academic outcomes.
- » Conduct campus climate assessment.
- » Support the recruitment, hiring, and retention of a diverse workforce.
- » Establish partnership with CDOs and finance/facilities divisions to provide equity in budgeting and facilities management.
- » Establish community partnerships that are culturally responsive to students and the workforce.

Strategic Plan Strengths, Limitations, and Opportunities

DRAFT

This strategic plan is intended to serve as a starting point for a much longer, continuing discussion with all colleges, universities, and Minnesota State. The Office of Equity and Inclusion sees the strengths, limitations, and opportunities in the plan and will continue to revise and refine strategic priorities as needed to ensure the plan is as strong as it can be, responsive to the needs of colleges, universities, and Minnesota State, and nimble enough to react to a changing environment. The Office of Equity and Inclusion cannot foresee what information will be needed to plan adequately for the future; therefore, the Office of Equity and Inclusion is proposing quarterly updates with key stakeholder groups, and an annual process to reconvene stakeholders, revisit the plan, and revise it as needed.

The strategic plan should be considered a work in progress. “Acts of diversity, must be intentional and measurable in order to accrue the educational benefits for students and the institution. In this sense, diversity is a process toward better learning rather than an outcome”

- Milem, Chang, and Antonio, 2005

AS SUCH, THE STRATEGIC PLAN TO IMPROVE AND SUPPORT DIVERSITY, EQUITY, AND INCLUSION THROUGHOUT MINNESOTA STATE IS A JOURNEY, MUCH MORE THAN A DESTINATION.

Proposed Process and Partnerships

DRAFT

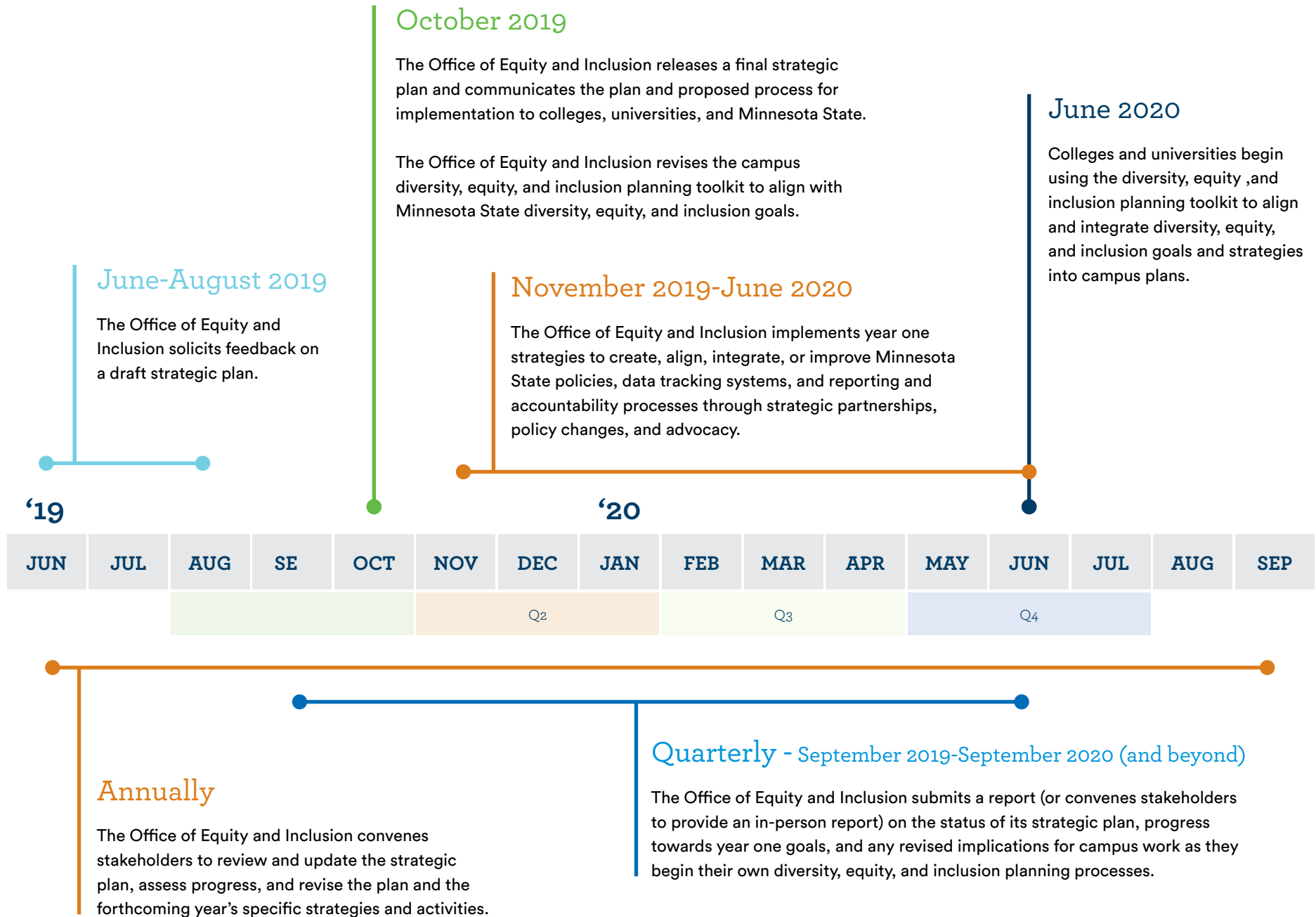
The proposed process for implementation of the Office of Equity and Inclusion strategic plan is multipronged and requires the Office of Equity and Inclusion to form collaborative partnerships with colleges, universities, and the Minnesota State system office. It is the Office of Equity and Inclusion's intention to focus on system level goals and outcomes that are within its sphere of influence and that can help guide and support colleges and universities in the work they do to address campus level diversity, equity, and inclusion goals. The Office of Equity and Inclusion intends to provide colleges and universities with the Minnesota State equity strategy to be utilized as a guiding framework for strategic diversity planning and capacity building for diversity, equity, and inclusion. The following flow of activities is proposed to best enable the Office of Equity and Inclusion to maximize their impact, while allowing flexibility for colleges and universities to select the pathway and specific contribution to the overall diversity, equity, and inclusion goals that best fit their needs, available resources, and opportunities for action.

Importantly, the Office of Equity and Inclusion envisions this plan to be a living document. While it is intended to serve as a guiding reference in its current state, office staff intend to revisit the plan annually and make updates and revisions as certain goals are achieved, as the environment changes, and as new opportunities arise. Quarterly updates will be provided to the chancellor, partners, colleges, universities, and the Minnesota State system office; while key external and internal stakeholders (e.g., student associations, bargaining units, and CBOs) will be convened annually to better ensure alignment across Minnesota State with respect to diversity, equity, and inclusion planning and goals.

NOTE: An accompanying Strategic Diversity Planning Toolkit is available for use as Minnesota State colleges and universities engage in the development of institutional equity and inclusion plans.

Strategic Plan Implementation Timeline

DRAFT



Key Definitions

DRAFT

ACADEMIC OUTCOMES: Outcomes that are the result of activities and time spent in the classroom. These are measured by reviewing student retention, persistence, and graduation rates.

CO-CURRICULAR OUTCOMES: Outcomes that are the result of activities and time spent outside the classroom. Activities include but are not limited to cultural programming, tutoring services, mental health support, physical activity facilities, and nutrition education. Co-curricular programming is designed to increase students' sense of belonging and provide holistic support to ensure that desired academic outcomes are possible to achieve.

EDUCATIONAL EQUITY: When school policies, practices, interactions, cultures, and resources are representative of, constructed by, and responsive to all students such that each student has access to, can meaningfully participate and make progress in high-quality learning experiences, resulting in positive outcomes regardless of their race, SES, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics (Fraiser, 2001; Great Lakes Equity Center, 2011).

EQUITY: The proportional distribution of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for, or even detrimental to, equitable outcomes. More directly, equity is when an individual's race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression do not determine their educational, economic, social, or political opportunities.

GOAL: Desired high-level results for each priority area.

MEASURES: The tangible ways the Office of Equity and Inclusion will be able to determine whether strategies have been successful and the impact their efforts have had on the colleges, universities, and sMinnesota State.

PRIORITY AREA: A key area of interest and activity that impacts diversity, equity, and inclusion in Minnesota State.

STRATEGIES: Activities the Office of Equity and Inclusion will engage in to work towards achieving the stated goal.

Priority Areas

DRAFT

The Office of Equity and Inclusion, through its strategic planning process, has identified eight strategic priority areas that are important for ensuring diversity, equity, and inclusion within Minnesota State. The priority areas are unique and distinct from each other yet interconnected in critical ways, consistent with the Theory of Change model (see Figure 1).

The eight areas are:



**Diversity, Equity, & Inclusion
Expertise and Strategy**



Campus Climate



Equity in Academic Outcomes



Supplier Diversity



Civil Rights Compliance



**Workforce Diversity/Talent
Management & Development**



Policy and Advocacy



**Community Engagement &
Partnerships**

Additional descriptions of each area, goals identified by the Office of Equity and Inclusion for each area, as well as specific strategies designed to achieve the goals and measures of success are included on the following pages.

Priority Area 1: Diversity, Equity, and Inclusion Expertise and Strategy

DRAFT



Expertise and strategy in the areas of diversity, equity, and inclusion refers to building equity minded practitioners in higher education by increasing each individual’s understanding of these concepts and how they can work to achieve diversity, equity, and inclusion goals that will benefit them and Minnesota State.

The Office of Equity and Inclusion has set goals to collaborate with and assist administrators, faculty and staff throughout Minnesota State to build diversity, equity, and inclusion competency and expertise through long-lasting and effective professional development opportunities.

The goals, specific strategies designed to help achieve the goals, key partners and stakeholders as well as measures of success and overall outcomes are listed on the following pages.

GOAL 1

DRAFT

Advance strategy and provide consultation to colleges and universities to advance equity.

KEY PARTNERS AND STAKEHOLDERS

- » Board of Trustees, chancellor's cabinet, leadership council, CDOs, statewide student associations, and bargaining units.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Provide ongoing consultation to all stakeholders on diversity, equity, and inclusion matters.

MEASURES

- » The Diversity, Equity, and Inclusion Annual Assessment.
- » Increased number of colleges and universities implementing the Strategic Diversity Planning Toolkit.

1-2 YEAR OUTCOMES

- » All colleges and universities complete a diversity and equity institutional plan.
- » CDOs lead strategic diversity planning and implementation at all colleges and universities.





Support the development of diversity education and cultural competency professional development opportunities for Minnesota State stakeholders.

KEY PARTNERS AND STAKEHOLDERS

- » Colleges and universities leadership and staff, CDOs, the Human Resources Division, human resources of the colleges and universities, faculty development, and the Centers for Teaching and Learning.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Create and disseminate equity related competency development opportunities, including IDEA Academy, across Minnesota State.
- » Build consistent CDO archetypes across the colleges and universities of Minnesota State.

MEASURES

- » The proportion of administrators, faculty and staff participating in diversity, equity, and inclusion competency professional development opportunities annually.
- » The number of colleges and universities that report adopting one of the three CDO archetypes.

1-2 YEAR OUTCOMES

- » The proportion of administrators faculty and staff participating in diversity, equity, and inclusion competency professional development opportunities increases annually to 50% by the end of FY2022.
- » The number of colleges and universities reporting the adoption or revision of a CDO archetype increases 25% from 2020-2022.

3-5 YEAR OUTCOMES

- » The proportion of administrators, faculty and staff participating in diversity, equity, and inclusion competency professional development opportunities increases annually to 85% by 2025.
- » The number of colleges and universities reporting the adoption or revision of a CDO archetype increases 50% by the end of FY2025.

Priority Area 2: Equity in Academic Outcomes

DRAFT



Ensuring equity in academic outcomes is an effort to reflect a holistic approach to student success and acknowledge that success means more than academic progress within the classroom. Equity in outcomes refers to ensuring that all Minnesota State students have access to an equitable opportunity in all aspects of their education and that colleges and universities are student ready to serve a more diverse student body.

One of the strategic priorities of Minnesota State is to ensure equitable outcomes for students, faculty, and staff. By 2030, Minnesota State will eliminate the educational equity gaps at every college and university of Minnesota State. While this priority area is entitled “Equity in Academic Outcomes,” the Office of Equity and Inclusion both recognizes and values the fact that education involves not only academics, but also co-curricular programming and support. Academic outcomes focus on what happens inside the classroom (e.g., test scores, grades, attendance, and the standard metrics of retention, persistence, and graduation). Co-curricular programming and support includes everything that is designed to support students outside the classroom. This includes academic support such as tutoring and peer mentoring, as well as extra-curricular holistic support and programming such as mental health services, cultural programming, accessibility services, housing, and efforts to improve campus climate.

Priority Area 2: Equity in Academic Outcomes

DRAFT

The two goals within this priority area are:

1. **Achieve equity in student success academic outcomes across all colleges and universities of Minnesota State to support Equity 2030; and**
2. **Improve the assessment of equity and inclusion efforts at colleges, universities, and Minnesota State.**

The goals are designed to focus the Office of Equity and Inclusion’s efforts to increase equity in academic outcomes in three ways: by addressing programming for students themselves, by influencing policies and procedures at the system level, and by improving the collection and assessment of student data. This is consistent with the Reimagining Minnesota State goal to “expose the systematic underlying causes of inequities in student outcomes, identify effective educational and support practices to address the inequities, and adopt and scale successful practices for sustained institutional change.” To identify inequities, we must first disaggregate outcomes by demographic and other key metrics. Once identified, program impacts can be measured, and successful practices can be scaled to other divisions and campuses across Minnesota State.

Each goal, specific strategies designed to help achieve each goal, key partners and stakeholders as well as measures of success and overall outcomes are listed on the following pages.

Achieve equity in student success academic outcomes across all colleges and universities of Minnesota State to support Equity 2030.

KEY PARTNERS AND STAKEHOLDERS

- » Academic department chairs and leads.
- » Academic and Student Affairs Division and Finance Divisions.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Implement Academic Equity by Design
- » Assess the use and impact of access and opportunity funds.

MEASURES

- » Academic outcome metrics disaggregated by key demographics.
- » Number of campuses implementing Equity by Design.
- » Number of colleges and universities spending access and opportunity funds in ways that are consistent with the guidance and criteria provided by the Office of Equity and Inclusion.

1-2 YEAR OUTCOMES

- » 14 colleges and universities have implemented Equity by Design by spring 2022.
- » All colleges and universities are reporting on access and opportunity spending.

3-5 YEAR OUTCOMES

- » All 37 colleges and universities have implemented Equity by Design by spring 2025.
- » Decrease the identified equity gap(s) affecting underrepresented and underserved students in academic outcomes 25% by spring 2025.
- » 50% of campuses spend access and opportunity funds in ways that are consistent with the guidance and criteria provided by the Office of Equity and Inclusion by spring 2025.





GOAL 4

DRAFT

Improve the assessment of equity and inclusion efforts at colleges, universities, and Minnesota State.

KEY PARTNERS AND STAKEHOLDERS

- » CDOs, Institutional Research, colleges and universities institutional research offices, and institutional research directors.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Establish a framework for assessment of equity and inclusion at colleges and universities, including disaggregation of data by demographic and other key identity metrics.

MEASURES

- » Successful development and implementation of equity metrics for academic outcomes.
- » Number of campus equity and inclusion metrics with positive trends (indicating movement to improve diversity, equity, and inclusion).

1-2 YEAR OUTCOMES

- » Framework for assessment of equity and inclusion at colleges and universities has been developed and adopted.
- » 50% of colleges and universities report disaggregated measures of equity in academic outcomes.

3-5 YEAR OUTCOMES

- » 100% of colleges and universities assess and report on measures of equity and inclusion outcomes.
- » 50% of equity and inclusion metrics have positive trends by 2024-2025.

Priority Area 3: Civil Rights Compliance

DRAFT



For the Office of Equity and Inclusion, civil rights compliance refers exclusively to Title II, VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973. The Office of Equity and Inclusion uses several tools to measure the compliance efforts of the colleges and universities of Minnesota State with these statutes, including affirmative action plans, Office for Civil Rights site reviews, and enterprise risk management data.

The Office of Equity and Inclusion’s primary goals for the strategic priority area of civil rights compliance are to improve support and resources for colleges, universities, and the Minnesota State system office and college and university compliance related to state and federal civil rights laws, including Title II, VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, ADA, and Section 504.

Each goal, specific strategies designed to help achieve each goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following pages.

GOAL 5

DRAFT

Improve compliance support and capacity for colleges, universities, and the Minnesota State system office and college and university compliance with Board of Trustees Policies 1B.1, 1B.2, and 1B.3 as supported by state and federal civil rights laws.

KEY PARTNERS AND STAKEHOLDERS

- » Title IX coordinators, campus security, CDOs, ADA coordinators, investigators and decision-makers, and affirmative action officers (AAOs).

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Centralize and analyze civil rights compliance data.
- » Provide support for colleges and universities.

MEASURES

- » Number of reported and processed complaints.
- » Increased capacity of investigators and decision-makers.

1-2 YEAR OUTCOMES

- » System for centralizing all compliance complaints data has been established and baseline data analyzed.
- » Revised compliance training has been implemented at all colleges and universities.

3-5 YEAR OUTCOMES

- » The number of compliance infractions decreases by 25% from 2022-2025.
- » By 2025, 75% of staff with compliance responsibilities report high confidence in handling compliance complaints.





GOAL 6

DRAFT

Ensure civil rights compliance of campuses receiving federal funding (i.e.: Perkins Funds)

KEY PARTNERS AND STAKEHOLDERS

- » Minnesota State Career and Technical Education team, ADA and Title IX coordinators, and facilities management.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Conduct Office for Civil Rights site-reviews, targeting, and monitoring in accordance with the methods of administration (MOA) program.

MEASURES

- » Office of Civil Rights site-reviews, monitoring, and targeting activities.
- » Biennial Report
- » Targeting Plan

1-2 YEAR OUTCOMES

- » Continued compliance of civil rights laws at colleges and universities that receive federal funding for career and technical education programs.

3-5 YEAR OUTCOMES

- » Continued compliance of civil rights laws at colleges and universities that receive federal funding for career and technical education programs.

Priority Area 4: Policy and Advocacy

DRAFT



Policy, in the context of this strategic plan, refers to the processes by which policies are developed, reviewed, revised, implemented, and enforced. The Office of Equity and Inclusion views policy as a way to make systematic changes in how work is accomplished and how decisions are made. The Office of Equity and Inclusion's role is to address policy protocols and procedures at Minnesota State, which will impact the policies and procedures at colleges and universities. This will allow the Office of Equity and Inclusion to support the efforts of diversity, equity, and inclusion leaders and practitioners more fully, and make their work and goals easier to achieve.

The Office of Equity and Inclusion's goal in this area focuses on providing expertise to apply an equity lens to policy review, development, and implementation at colleges, universities, and the Minnesota State system office.

Each goal, specific strategies designed to help achieve each goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following page.



GOAL 7

DRAFT

Ensure all policies at colleges, universities, and Minnesota State incorporate an equity lens during the development, implementation, and review processes.

KEY PARTNERS AND STAKEHOLDERS

- » Leads at colleges, universities, and Minnesota State, policy review committees, CDOs, and ASA Policy Council.
- » Minnesota State System Director fo Policy.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Develop guidance and provide support for incorporating an equity lens approach to policy development, implementation, and review processes at colleges, universities, and Minnesota State.
- » The proportion of new policies at colleges, universities, and the Minnesota State that incorporate an equity lens.
- » The proportion of existing policies at colleges, universities, and the system office that are updated to incorporate an equity lens.
- » Incorporate equity-related elements within policy review process at Minnesota State.
- » The number of system policy teams reporting equity related touchpoints.

MEASURES

- » Toolkit/checklist for incorporating an equity lens into policy development, implementation, and review processes has been developed and disseminated.
- » The number of Minnesota State policy teams reporting equity-related touchpoints increases 40% by 2022.

1-2 YEAR OUTCOMES

- » The number of new and existing policies at colleges, universities, and the Minnesota State system office that incorporated an equity lens during the development, implementation, and review process increases 50% from 2020-2025.
- » The number of Minnesota State policy teams reporting equity related touchpoints increased 75% from 2020-2025.

Priority Area 5: Campus Climate



Campus climate refers to the current attitudes, behaviors, standards, and practices of employees and students of an institution (Rankin & Reason, 2008), as well as the perceptions of campus community members related to environments being safe, feeling welcomed, and being included. It encompasses social interactions and norms, as well as the physical spaces and buildings that make up the campus environment. The Office of Equity and Inclusion has developed a campus climate assessment process and toolkit that the colleges and universities of Minnesota State can use to measure and address issues impacting campus climate.

In response to the interest across the colleges and universities to create a systemwide metric, the Office of Equity and Inclusion implemented a strategic framework for campus climate assessment in 2018. The framework was based on the Transformative Inclusion Model for Campus Climate (see Figure 2) (Landrieu & Pickett, 2018). Data and metrics will be collected to measure progress across the colleges and universities on campus climate efforts.

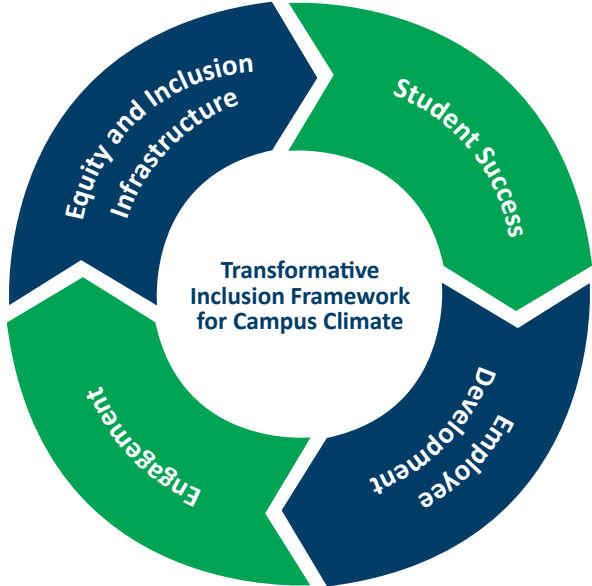


Figure 2: Transformative Inclusion Model for Campus Climate, Landrieu & Pickett, 2018

Equity and Inclusion Infrastructure

- » Leadership support
- » Resources and structure
- » Culturally relevant curricula and pedagogy
- » Community engagement

Student Success

- » Student retention and completion
- » Sense of belonging
- » Utilization of support services
- » Cross-cultural interactions
- » Sense of discrimination

Employee Development

- » Employee recruitment and retention
- » Self-direction and empowerment
- » Cultural competence and development

Engagement

- » Planning and goal communication
- » Open communication
- » Respect and civility
- » Inclusive spaces
- » Campus safety

Priority Area 5: Campus Climate

DRAFT

Research on campus climate has demonstrated that higher levels of engagement with diversity (via cross-racial interaction, ethnic studies courses, workshops, service, etc.) are linked to:

- » Greater cognitive development,
- » a more positive self-concept,
- » higher graduation rates,
- » reduced prejudice,
- » growth in leadership skills,
- » more complex thinking, and
- » higher satisfaction with the college experience (Landrieu & Pickett, 2018).

The Transformative Inclusion Model for Campus Climate captures administrators, faculty, staff, and student perceptions regarding the institutional climate, campus practices as experienced with faculty and staff, and student learning outcomes (see Figure 2).

During the 2018-19 school year, the Office of Equity and Inclusion piloted a campus climate assessment project with four colleges and universities of Minnesota State: Southwest Minnesota State University, North Hennepin Community College, Minneapolis College, and Minnesota State Community and Technical College. Results were used to develop a campus climate toolkit which contains resources, examples, and guides related to each of the prescribed phases of campus climate.

The Office of Equity and Inclusion's primary goal for Campus Climate focuses on supporting the work of colleges and universities to ensure welcoming and inclusive campus environments across the colleges and universities of Minnesota State.

The goal, specific strategies designed to help achieve the goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following page.

Support the work of colleges and universities to ensure welcoming and inclusive campus environments across Minnesota State institutions.

KEY PARTNERS AND STAKEHOLDERS

- » CDOs, student affairs leadership, institutional research, facilities management, the Human Resources Division, and human resources at colleges and universities.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Implement a campus climate assessment process at 30 colleges and universities by 2025.
- » Provide support to colleges and universities as they develop and implement transformative inclusion action plans.

MEASURES

- » Number of participating colleges and universities on campus climate assessment to include reporting on:
 - » Sense of belonging
 - » Employee development and engagement
 - » Commitment to diversity, equity, and inclusion
 - » Campus safety
 - » Leadership and communication

1-2 YEAR OUTCOMES

- » 50% of colleges and universities have adopted the campus climate assessment process by 2022.
- » 100% of colleges and universities that have implemented the Transformative Inclusion Framework are reporting on campus climate assessment metrics and developing action plans.

3-5 YEAR OUTCOMES

- » All colleges and universities have adopted a campus climate assessment process by 2025.
- » Campus climate assessment metrics improve an average of 10% per year at colleges and universities that have implemented the framework.



Priority Area 6: Supplier Diversity

DRAFT



Supplier diversity relates to the procurement practices for Minnesota State.

The primary goal of the Office of Equity and Inclusion for this priority area is to improve Minnesota State supplier purchasing practices with minority, women, and disadvantaged business enterprises (MWDBEs) and veteran owned businesses.

The Office of Equity and Inclusion recognizes that each college and university is working within its own unique environment, where there may or may not be many MWDBEs available in the area. For this reason, specific measures of success are not tied solely to a discrete increase in the number or proportion of construction, goods, and services contracts awarded to MWDBEs, although those will be tracked as part of the Office of Equity and Inclusion’s monitoring and accountability efforts. Rather, the Office of Equity and Inclusion will work with colleges and universities to scan their environments to identify new MWDBEs as they develop so they can have an accurate picture of the evolving nature of their possible purchasing options in a variety of industries.

The goal, specific strategies designed to help achieve the goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following page.



GOAL 9

DRAFT

Improve Minnesota State supplier procurement practices with MWDBEs and veteran owned businesses.

KEY PARTNERS AND STAKEHOLDERS

- » The Finance Division.
- » Local/community/area business associations, and college and university procurement officers.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Development of a Minnesota State policy for supplier diversity and procurement with MWDBEs.
- » Provide guidance and support to colleges, universities, and the Minnesota State system office.

MEASURES

- » Number of MWDBEs awarded construction, goods, and services contracts increases.
- » Number of colleges and universities with an annual plan to assess for new MWDBEs.

1-2 YEAR OUTCOMES

- » The number of MWDBEs awarded construction, goods, and services contracts increases every year.
- » Colleges and universities report increased practices and capacity to engage with MWDBEs.

3-5 YEAR OUTCOMES

- » The number of MWDBEs awarded construction, goods, and services contracts increases every year.
- » Colleges and universities have an annual plan to assess for new MWDBEs by 2025.

Priority Area 7: Workforce Diversity/Talent Management Development

DRAFT



Minnesota State is committed to creating and enhancing a diverse workforce of administrators, faculty, and staff. This priority area focuses on recruiting, hiring, and retaining diverse employees across Minnesota State and is closely linked to other priority areas, including diversity, equity, and inclusion expertise and strategy and campus climate.

As presented in the Transformative Inclusion Framework (see Figure 2), a critical component of campus climate involves employee development, including:

- » **Employee recruitment and retention**
- » **Self-direction and empowerment**
- » **Cultural competency and professional development**

The goals the Office of Equity and Inclusion has set forth under this priority area include building a more diverse workforce across Minnesota State by integrating equity in recruitment, hiring, and retention practices in collaboration with human resources.

Each goal, specific strategies designed to help achieve each goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following pages.

Build a more diverse workforce across Minnesota State through equitable recruitment practices.

KEY PARTNERS AND STAKEHOLDERS

- » The Human Resources Division.
- » The Board of Trustees, chancellor's cabinet, human resources at colleges and universities, and CDOs.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Develop a Minnesota State policy to address diversity, equity, and inclusion in all hiring and recruitment practices.
- » Provide guidance and support for policy implementation.

MEASURES

- » Recruitment metrics.
- » Hiring metrics.

1-2 YEAR OUTCOMES

- » Policy adopted and implemented.
- » Training developed and delivered.

3-5 YEAR OUTCOMES

- » Increase the percentage of diverse applicants by 5% per year by 2025.
- » Increase the percentage of diverse hires by 2% per year by 2025.





Address retention disparities affecting employees of color and American Indian employees.

KEY PARTNERS AND STAKEHOLDERS

- » CDOs, AAOs, the Human Resources Division, and human resources at the colleges and universities.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Provide cultural competency training opportunities for supervisors and managers.
- » Incorporate diversity, equity, and inclusion metrics in performance reviews for all supervisors and managers.
- » Establish employee resource groups.
- » Incorporate diversity, equity, and inclusion principles in succession planning.

MEASURES

- » Retention metrics (turnover rates).

1-2 YEAR OUTCOMES

- » Policy and programmatic changes enacted across the colleges and universities of Minnesota State.
- » Retention gap baseline collected and reported by colleges and universities on an annual basis. .

3-5 YEAR OUTCOMES

- » Retention gap is reduced by 2% each year from 2022-2025.

Priority Area 8: Community Engagement and Partnerships

DRAFT



Community Engagement as a priority area focuses on establishing and sustaining authentic relationships and partnerships with CBOs and other institutions that work to address the educational disparities at Minnesota State and serve a broad range of stakeholders throughout the state. The Office of Equity and Inclusion acknowledges that such partnerships can positively impact areas such as enrollment rates, number and types of employee applicants, and career opportunities for students. In addition, each college and university is unique in the students they enroll, and the community partnerships that are relevant to their region.

The Office of Equity and Inclusion’s focus in this area is at the system level—developing, maintaining, and enhancing relationships with community organizations and institutions across Minnesota State.. The Office of Equity and Inclusion views this work supporting and being supported by community engagement work by the colleges and universities of Minnesota State.

The goal, specific strategies designed to help achieve the goal, key partners and stakeholders, as well as measures of success and overall outcomes are listed on the following page.



Establish and improve intentional and authentic connections with CBOs and other institutions that strive to address educational disparities and workforce needs at Minnesota State.

KEY PARTNERS AND STAKEHOLDERS

- » Chancellor's cabinet, leadership council, the Academic and Student Affairs Division, state leaders, and state organizations that can assist with fostering authentic connections with CBOs.
- » Tribal leadership and student groups at colleges and universities.

OFFICE OF EQUITY AND INCLUSION STRATEGIES

- » Work with cabinet and executive leadership to identify and establish relationships with CBOs and other institutions that can help support students, faculty and staff.
- » Establish a Minnesota State Native Education Council.

MEASURES

- » Number of times per year (quarter) the Office of Equity and Inclusion meets with CBOs and other institutions.
- » Number of meetings of the Native Education Council.

1-2 YEAR OUTCOMES

- » Representation of CBOs on the Board of Trustees and chancellor's cabinet increases.
- » The Native Education Council meets quarterly by the end of 2022.

3-5 YEAR OUTCOMES

- » The number of authentic relationships with CBOs and other institutions increases by 25% from 2020-2025.
- » Authentic engagement with American Indian communities through the Native Education Council.

References

DRAFT

Fraser, N. (2008). *Scales of Justice: Reimagining Political Space in a Globalizing World*. Malden, MA: Polity.

Great Lakes Equity Center. (2013). *Advancing Educational Equity: The Journey towards Transformative Change*. *Equity Leaders Institute*. Great Lakes Equity Center (GLEC).

Landrieu J., Pickett C. (2018). *A Campus Climate Framework for Transformative Inclusion*. (in progress)

Milem JF, Chang MJ, Antonio AL. (2005). *Making Diversity Work on Campus: A Research-Based Perspective*. One in a series of three papers commissioned as part of the Making Excellence Inclusive Initiative, Association of American Colleges and Universities. 2005. Available at <https://www.aacu.org/sites/default/files/files/mei/MakingDiversityWork.pdf>.

Rankin, S., & Reason, R. (2008). *Transformational Tapestry Model: A Comprehensive Approach to Transforming Campus Climate*. *Journal of Diversity in Higher Education*, 1(4), 262.

DRAFT



MINNESOTA STATE

Office of Equity and Inclusion

30 East 7th Street | St. Paul, MN 55101-7804
651-201-1800 | 888-667-2848

MinnState.edu

STAY IN TOUCH!



This document is available in alternative formats to individuals with disabilities.
To request an alternate format, contact Human Resources at 651-201-1664.

Individuals with hearing or speech disabilities may contact us
via their preferred Telecommunications Relay Service.

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

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

Name: Diversity, Equity, and Inclusion

Date: November 20, 2019

Title: Campus Climate Project Update

Purpose (check one):

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

Brief Description:

This session will provide an overview to the committee about the Office of Equity and Inclusion's efforts to advance Campus Climate Assessment.

Scheduled Presenter(s):

Clyde Wilson Pickett, Chief Diversity Officer
Josefina Landrieu, Assistant Diversity Officer
Priyank Shah, Director of Equity Assessment

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM
CAMPUS CLIMATE ASSESSMENT UPDATE

BACKGROUND

This session will provide an overview to the committee about the Office of Equity and Inclusion’s efforts to advance Campus Climate Assessment. The session will focus on three focus areas: 1) The culmination of the Campus Climate Assessment Pilot and relevant findings, 2) Recommendations for Campus Climate Assessment that include alignment with accreditation, academic outcomes, and student success and 3) The alignment of campus climate assessment into metrics within an equity scorecard to monitor progress/impact.



Board of Trustees Meeting

Bemidji State University
Hobson Memorial Union, Crying Wolf Room
Wednesday, November 20, 2019
2:30 PM

In addition to the board members attending in person, some members may participate by telephone.

Convene and Call to Order, Jay Cowles, Chair

Chair's Report, Jay Cowles

Chancellor's Report, Devinder Malhotra

Consent Agenda

- 1. Minutes of Joint Meeting: Board of Trustees and the Leadership Council, July 23, 2019**
- 2. Notes from the Board of Trustees Retreat, September 17-18, 2019**
- 3. Minutes of the Executive Committee Meeting, October 2, 2019**
- 4. Minutes of the Board of Trustees Meeting, October 15, 2019**
- 5. Approval of 2019-2021 Inter Faculty Organization Bargaining Contract**
- 6. Approval of 2019-2021 Minnesota State University Association of Administrative and Service Faculty Bargaining Contract**
- 7. Approval of 2019-2021 Minnesota State Colleges and Universities Personnel Plan for Administrators**
- 8. Contracts Exceeding \$1 Million:**
 - a. Bookstore Lease, Bemidji State University and Northwest Technical College**
 - b. Food Service Agreement Extensions: Bemidji State University, Minnesota State University, Mankato, Minnesota State University Moorhead, and St. Cloud State University**
 - c. Lease Amendment, 1380 Energy Park, Metropolitan State University**
- 9. Supplemental Budget Request**
- 10. Approval of Mission Statement: Ridgewater College**
- 11. Approval of Mission Statement: South Central College**
- 12. FY2019 and FY2018 Audited Financial Statements and Student Financial Aid Audit**
- 13. Internal Auditing Services: Authorization to Negotiate Baker Tilly Virchow Krause, LLP Contract Extension**
- 14. External Auditing Services: Authorization to Negotiate CliftonLarsonAllen, LLP Contract Extension**

Board Policy Decisions

- **Proposed Amendment to Policy 5.14, Contracts and Procurements (Second Reading)**

Board Standing Committee Reports

Outreach and Engagement Committee, Dawn Erlandson, Chair

- Presentation by Minnesota Tribal College Presidents

Finance Committee, Roger Moe, Chair

- Report of the Committee

Academic and Student Affairs Committee, Alex Cirillo, Chair

1. Proposed Amendment to Policy 3.27 Copyrights (First Reading)
2. Proposed New Policy 3.43 Accreditation (First Reading)
3. Proposed Amendment to Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration (First Reading)
4. Innovation Presentation

Audit Committee, George Soule, Chair

- Proposed Amendment to Policy 1D.1 Office of Internal Auditing (First Reading)

Closed Session: Joint Meeting of the Audit and Finance Committees, George Soule and Roger Moe, Co-chairs

1. Information Security Briefing
2. Information Security Audit Results

Closed Session: Human Resources Committee, Michael Vekich, Chair

- Update on Labor Negotiations Strategy

Human Resources Committee, Michael Vekich, Chair

- Report of the Committee

Joint Meeting of the Audit and Human Resources Committees, George Soule and Michael Vekich, Co-chairs

- Human Resources Transactional Service Model (HR-TSM) Update

Diversity, Equity, and Inclusion Committees, Rudy Rodriguez, Chair

1. Review: Office of Equity and Inclusion Strategic Plan
2. Campus Climate Project Update

Student Associations

1. Lead MN, Oballa Oballa, President
2. Students United, Ola Abimola, State Chair

Minnesota State Colleges and Universities Bargaining Units

1. American Federation of State, County, and Municipal Employees, Tom Torgerud, 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



Board of Trustees Meeting

Bemidji State University
Hobson Memorial Union, Crying Wolf Room
Wednesday, November 20, 2019
2:30 PM

In addition to the board members attending in person, some members may participate by telephone.

Consent Agenda

- 1. Minutes of Joint Meeting: Board of Trustees and the Leadership Council, July 23, 2019 (pp. 1-4)**
- 2. Notes from the Board of Trustees Retreat, September 17-18, 2019 (pp. 5- 16)**
- 3. Minutes of the Executive Committee Meeting, October 2, 2019 ((pp 17-20)**
- 4. Minutes of the Board of Trustees Meeting, October 15, 2019 (pp. 21-29)**
- 5. Approval of 2019-2021 Inter Faculty Organization Bargaining Contract (pp. 13-16 of the Human Resources Committee’s meeting materials)**
- 6. Approval of 2019-2021 Minnesota State University Association of Administrative and Service Faculty Bargaining Contract (pp. 17-20 of the Human Resources Committee’s meeting materials)**
- 7. Approval of 2019-2021 Minnesota State Colleges and Universities Personnel Plan for Administrators (pp. 21-24 of the Human Resources Committee’s meeting materials)**
- 8. Contracts Exceeding \$1 Million⊗pp. 6-11 of the Finance Committee’s meeting materials)**
 - a. Bookstore Lease, Bemidji State University and Northwest Technical College**
 - b. Food Service Agreement Extensions: Bemidji State University, Minnesota State University, Mankato, Minnesota State University Moorhead, and St. Cloud State University**
 - c. Lease Amendment, 1380 Energy Park, Metropolitan State University**
- 9. Supplemental Budget Request (pp. 17-22 of the Finance Committee’s meeting materials)**
- 10. Approval of Mission Statement: Ridgewater College (pp. 19-24 of the Academic and Student Affairs Committee’s meeting materials)**
- 11. Approval of Mission Statement: South Central College (pp. 25-29 of the Academic and Student Affairs Committee’s meeting materials)**
- 12. FY2019 and FY2018 Audited Financial Statements and Student Financial Aid Audit (pp. 3-38 of the Audit Committee’s meeting materials)**
- 13. Internal Auditing Services: Authorization to Negotiate Baker Tilly Virchow Krause, LLP Contract Extension (pp. 51-55 of the Audit Committee’s meeting materials)**
- 14. External Auditing Services: Authorization to Negotiate CliftonLarsonAllen, LLP Contract Extension (pp. 56-61 of the Audit Committee’s meeting materials)**

Minnesota State Colleges and Universities
Board of Trustees and Leadership Council
Joint Meeting
Hibbing Community College
July 23, 2019

Present: Chair Jay Cowles, Vice Chair Roger Moe, and Trustees AbdulRahmane Abdul-Aziz, 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: Trustees Ashlyn Anderson and Samson Williams

Call to Order

Chair Cowles called the meeting to order at 1:15 pm. He acknowledged Trustee Hoffman who was participating in the meeting by telephone. He thanked Interim President Michael Raich for hosting the meeting and invited him to make some comments. Interim President Raich welcomed everyone to Hibbing Community College.

Chancellor's Opening Remarks

Chancellor Malhotra announced that the Board of Trustees received the Report on Reimagining Minnesota State at the June meeting. Two members of the Forum Advisory Group, MayKao Hang and Ken Holmen, testified at the June meeting. The board accepted the report and charged the chancellor with developing the next steps and to present them at the board's retreat in September.

The chancellor explained that the overarching goal for 2030 is equitable outcomes for all students. Plans are evolving on hosting an Equity Summit next year that will address housing insecurity, food insecurity, and other student needs. Talks have also been underway with Commissioner Steve Grove, Department of Employment and Economic Development, on hosting a joint summit on workforce development. Chancellor Malhotra also noted that he embarked on a road trip earlier in the month to highlight the Workforce Development Scholarships.

Student Success Part I: Overview and Discussion of Student Demographics

Senior Vice Chancellor Ron Anderson gave an overview of student demographics. Our students are increasingly demographically diverse. For example, in 2009, 44% of students were underrepresented (students of color or American Indian student, first generation, or Pell eligible) whereas the number increased to 49% in 2018. Our students are also more academically diverse. The persistence rates and completion rates at the colleges have narrowed, but the gaps are not yet closed. At the universities, the persistence rates have fluctuated, and the completion rates are wider than just five years ago.

Sr. Vice Chancellor Anderson invited table top discussions and asked each group for suggestions and take-aways to improve the persistence and completion rates. One person at each table took notes and gave them to Sr. Vice Chancellor Anderson.

Key points and suggestions derived from the notes are listed below:

Data:

- Institutional research is very important, and events like data summits have proven useful.
- While system-level data has some value, we need to drill down into campus-level data to inform decision making and practice change.
- We need to get data in the hands of those who can use it to influence practice.
- We need to ensure that we are looking at the right measures to help us understand if we're doing the right things.
- We need to ensure that the data we are examining are appropriate and useful in answering key questions that will inform our decision-making.
- There is wide variability in institutional resources and capacity to produce, process, and analyze data.
- Initiatives need to be intentional, analyzed, and assessed.
- We need to build capacity in educational research and evaluation, not just reporting.

Student demographics and review of practices:

- Demographics are continuing to change and will do so more over the next 10 years. We need to ensure that change as a system in response.
- We need to better understand why a large percentage of our high school graduates leave the state to attend college, so that we can turn that trend around and enroll them at one of our colleges or universities.
- We need to continually review and eliminate policies that put up barriers to completion for students of color, American Indian Students, first generation, and Pell eligible students.
- We need to understand the interests and needs of all students, so that we can we better personalize their experience and ensure that they have access to the programming and supports they need both on campus and within the surrounding community.
- We need to continue to strengthen and expand practices supporting access and success such as concurrent enrollment, emergency loan programs, examining and reducing holds, and increasing the marketing of both liberal arts and career technical/professional education.
- The role of the faculty is changing, and we need to facilitate that change.
- We need to develop deeper cultural competency among our faculty, staff, administration, students, and Board.
- We need to develop "grow our own" programs for faculty at the colleges and universities, and close disparities in hiring.

- We need to expand awareness of effective practices across our campuses, and support the scaling of those practices.
- We need to celebrate our successes.

Student Success Part II: Overview and Discussion of System and Campus Strategic Initiatives

Sr. Vice Chancellor Anderson summarized a sampling of student success practices that included systemwide and campus-specific student success practices. Sr. Vice Chancellor Anderson invited table top discussions and asked each group for suggestions and take-aways on student success practices. One person at each table took notes and gave them to Sr. Vice Chancellor Anderson. Key points and suggestions derived from the notes are listed below:

- There is no single strategy that is the silver bullet: rather we need to employ a diverse collection of strategies, customized to the local context.
- Technology supported advising is critical to student success.
- We need to continue examining our curriculum, course prerequisites, and scheduling practices.
- We need to address initiative fatigue, and identify things that we will stop doing.
- Strategies to continue exploring and move toward scaling include:
 - Case management and intrusive advising
 - Low cost/free text books and materials
 - Emergency grants
 - Writing intensive courses.
 - Collaborative assignments and projects in public spaces.
 - Undergraduate research
 - Diversity and global learning
 - Capstone projects
 - Co-curricular activities to support academic program outcomes and student development
 - Faculty learning circles
 - Social worker and mental health resources on or linked to campus
 - Examination of policy and removal of structural policy barriers
 - Credit intensity
 - Belongingness interventions
 - Strengthened data analytics
 - Robust centers for teaching and learning
 - Financial literacy
 - Addressing technology challenges that get in the way of us collaborating and creating a seamless experience for students
- We need to address initiative fatigue, and identify things that we will stop doing.
- We need to define what “done” looks like for projects and initiatives.
- When change happens, how does the institution accommodate or respond to those changes? How can the Board assist?

- How does campus climate need to change to accommodate tomorrow's students?

Adjournment

Sr. Vice Chancellor Anderson thanked everyone for their participation and said that key points and suggestions derived from the table discussions will be shared with the Board. (*Note: this is being done by including them in these meeting notes*).

Chair Cowles adjourned the meeting adjourned at 3:55 pm.

**Board of Trustees
Retreat Notes
Maddens Inn on Gull Lake, Brainerd, MN
September 17-18, 2019**

Present: Chair Jay Cowles, Vice Chair/Treasurer Roger Moe, and Trustees Ashlyn Anderson, Alex Cirillo, Dawn Erlandson, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Samson Williams, and Chancellor Devinder Malhotra

Not present: Trustees AbdulRahmane Abdul-Aziz and Michael Vekich

**Tuesday, September 17
Welcome, Introductions, and Opening Remarks**

Chair Jay Cowles

Chair Jay Cowles opened the retreat by welcoming the board members, Chancellor Malhotra, presidents and all guests in attendance. He made the following remarks.

Our annual retreat is intended to create discussion and alignment around the work that lies ahead this year, not just for the trustees, but for the system office, the presidents, and the faculty and staff throughout our campuses. This retreat has been preceded by work throughout the summer, including a retreat last week of the Leadership Council. I am grateful for all of the work that has been invested in the presentations and discussion we will have for the next day and a half. Thanks to everyone who contributed, and to everyone who has joined us. The Board is grateful for your work.

Our logistics and planning have been led by Inge Chapin, who is not with us this year due to the recent loss of her mother. I am grateful for Inge's thoughtful work as always, and please hold Inge in your thoughts during this time. In Inge's stead, we are being supported by Tammy Mansun (EA for VC Davis, HR) and Tina Firkus (EA in Chancellor's office). They are supported by Chief of Staff Jaime Simonson. Thank you all for your participation.

We are being aided in our discussions by Dr. Michael Wirth-Davis, the CEO of Goodwill-Easter Seals Minnesota. Michael also serves as an adjunct faculty member at the HHH School of Public Affairs as well as the Hamline University School of Business, and has a lengthy history of teaching and facilitating around issues of ethics, board governance, strategic planning, and organizational development. Michael holds a doctorate in public administration and management. He has lived the roles of CEO and Chair in organizations with similar structure within MN and his experience and deep practice in governance and facilitation make him a good fit for assisting us in this retreat.

Dr. Michael Wirth-Davis introduced himself and outlined the ground rules that were posted.

The agenda of the day was reviewed and Chair Cowles introduced Chancellor Malhotra.

Chancellor Devinder Malhotra

Last week, the Leadership Council held our annual retreat at the Willmar campus of Ridgewater College. Traditionally, our Leadership Council was set-up to discuss the major initiatives ahead for the year, but this year we opted to take a different approach.

If we are, as a system of colleges and universities and as a system of leaders – going to begin down the path of Equity 2030, we must look at not only the collective work that we do together but how we engage as leaders with one another.

I said back in June when I presented my initial concept coming out of the yearlong *Reimagining* Forums, I said that none of this would be easy. But if we are to do this work and to do it well, we must do it together.

I appreciate the honesty and the engagement by the presidents and members of the cabinet and look forward to our work ahead.

Campus Bonding Tours

Over the past few weeks, the House and Senate Capital Investment Committees have begun their tours of Minnesota State campuses to learn about our most pressing infrastructure needs.

My thanks to the Government Relations and Facilities team who coordinate, with oftentimes very short notice, with our presidents and campus leaders to develop engaging visits. I had the opportunity to kick-off the House committee at Anoka-Ramsey Community College as they began their first trek across the state. Thank you to Vice Chair Moe who welcomed legislators at Minnesota State University Moorhead and Bemidji State University and to our presidents, students, faculty, and staff for their help.

These visits are often very short – an hour sometimes at the most. But the impact these visits make – showcasing our campuses needs is very real.

Perhaps what is most exciting are the three events that Chair Cowles and I have participated in these past few weeks. Groundbreaking and ribbon cutting ceremonies for the very projects that we have advocated for:

- St. Cloud State University's – Eastman Hall that houses the Center for Health and Wellness Innovation
- Winona State University's Education Village that houses the College of Education to serve the future leaders of our educational system throughout the state, and just yesterday...
- Bemidji State University's groundbreaking ceremony for Hagg-Sauer Hall bringing a modern facility for students to the region.

We look forward to additional visits by legislators, the Governor's Office and MMB staff.

That ends my formal remarks – I am looking forward to our work together for the next two days and our visit later this evening to Central Lakes College.

Enterprise Risk Management

Executive Director Eric Wion provided an overview of Enterprise Risk Management. He stated that when everyone thinks of "risk" we often associate it with bad things, but he shared that there are a lot of positive things associated with risk. He defined risk as identifying, preparing, protecting, managing and responding to a potential risk event. Risk Management is important to the success of business practices and is good management for developing trust with students, legislators, and the community.

Executive Director Wion shared that everyone has a role in managing risks. The Chancellor and presidents are responsible for managing risks at each campus. The presidents are the leaders at each institution. The board oversees the ERM efforts. The Enterprise Risk Management Steering Committee is made up of 12 members consisting of the Chancellor, Chief of Staff, Vice Chancellors, Chief Diversity Officer, General Counsel, Executive Director of Internal Audit, Associate Vice Chancellor of Facilities and Director of Risk Management.

The role of Internal Audit is not to own risk management but instead to support it. The work of the committees helps to inform and obtain good partnerships.

The Board of Trustees oversees the work of ERM, but there is no specific policy, rather a Charter.

Chair Cowles inquired whether there was a specific policy that speaks to the board's role. Executive Director Wion responded that although board policy does not directly

speak to risk management the board's charter does. The ERM Steering Committee does have a charter.

Mr. Chris Jeffrey, Baker Tilly, shared that beginning in late 2018, meetings were held with cabinet and key system office leaders to identify risks, prioritize events, and assign risk owners. At the Leadership Council retreat the ERM team asked for president's input and feedback to help inform the presentation for the board.

The plan is now cascading to campuses. A campus pilot program has begun at Normandale Community College to help inform what tools can be developed to support college and university risk management efforts. There is no timeline for when all campuses will be on board, but the goal is to add new institutions each year.

Mr. Jeffrey shared some of Minnesota State's strengths and associated risks. He then shared the five risk domains and associated definitions: Service Model, Operational, Enrollment/Student Success, Reputational, and Policy Compliance.

Senior Vice Chancellor Ron Anderson highlighted one risk: Enrollment Management.

The goal of Enrollment Management is to:

- Align academic programs to the changing workforce
- Attract and retain students
- Make college affordable for all students

Sr. Vice Chancellor Anderson suggested we translate ERM across our divisions as an opportunity to practice change in a common way with a common framework.

Chief Diversity Officer Clyde Pickett noted that a risk with the potential to cause impact to the reputational domain is in the area of campus climate. Chief Diversity Officer Pickett noted that campus climate is a broadly encompassing category that focuses attention on the assessment of the individual experiences of students and employees with relation to campuses and the communities that surround them. Pickett stated specific attention should be noted in the area of support and access extended to stakeholders. In reviewing campus climate, focus in four (4) areas or quadrants should be underscored. Those areas of focus include:

- 1) Student Success
- 2) Employee Development
- 3) Support for Diversity and Inclusion
- 4) Experience and Engagement

The following comments were made during this presentation:

- The risks listed on page 11 are not an exhaustive list, but rather those areas requiring the most present attention.
- Trustee Rodriguez suggests that the safety of marginal, people of color become a more visible and high priority.
- The need to include student perspective in training and awareness to assist campus diversity officers, student affairs partners and leadership in an effort to support communication and advocacy for a broad group of stakeholders.
- Student success is defined by legislative metrics as student retention, program completion, graduation rates and employment. However, students enroll and come to campus for as many personal reasons. Student support and diversity & inclusion intervention methods alone cannot be called upon to impact graduation rates. More attention must be prioritized to position individual student needs to provide support. Data disaggregation is an important component of strategies to impact outcomes.
- We capture employment statistics through student self-reporting and IRS data. Data privacy makes it hard to capture from an employer standpoint. We do look at and use employment statistic data. See the metrics handouts for this information.
- Enrollment management was noted as the most “worrisome” risk. Most impactful.
- Communications monitors social media daily, taking responsibility for reputational management. They guide campuses on when to engage in digital communication and augment communications by putting out daily messaging, positive campus stories and monitoring for high risk issues.

Equity 2030 and FY2020 Chancellor/System Work Plan

Chancellor Malhotra provided the following remarks:

Well, for the past few years, I have made jokes that I’m an academic and can speak in 50-minute segments. You witnessed that in June and I’m back to deliver a repeat performance!

Less than three months ago, I shared with everyone what I thought our next steps as a collective system of colleges and universities should be after our yearlong engagement *Reimagining Minnesota State* initiative. I shared the goal that by 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State college and university. This was not a goal that I put out there lightly. I understood the magnitude of what I was challenging all of us to take on and do.

As I have talked about the goal in front of us, I am reminded that this is a marathon not a sprint. That this work needs first intentionality and a roadmap to guide our work. We need a series of sprints if we are to deliver on this goal and its promise not only for our students but for the State of Minnesota.

Following the June Board meeting, the conversations that I have had with the board, presidents, my cabinet team, and internal and external stakeholders, all have expressed enthusiasm for the goal and the desire to “go”.

I promised the Board in June that I would bring forward a refined vision for the board and that is what I am bringing forward today. The proposed approach is open to modifications and adjustments and I am looking forward to the feedback by the board and others in the coming months.

But first, I want to thank Sr. Vice Chancellor Anderson, Chief Diversity Officer Pickett, Interim Vice Chancellor Maki, Interim Sr. System Director Sue Carter, and Chief of Staff Simonsen for meeting each week this past summer as we began to sort out and assemble the framework and approach that I will share today.

There were markers that came out and crystalized for me:

1. Making campuses more flexible and innovative: The higher education of tomorrow will focus on personalized and customized educational paths. The higher education system of tomorrow will be characterized by experiential learning where learning no matter where developed will be validated. A heightened goal on equity gaps and Integrated learning across disciplines and across institutions
2. The value of a higher education: Against this backdrop of Equity 2030 is the value proposition of a public higher education system in Minnesota.
3. Moral imperative but also an economic imperative

Framework of Equity 2030

As we began work, the Collective Impact Model was shared with me. Collective Impact is the commitment of a group of actors from different sectors to a common agenda for solving a specific social problem, using a structured form of collaboration.

The framework or approach on Slide 1 uses Collective Impact as a foundation. Now, I can't take credit for the name Equity 2030. In a meeting with IFO, the name was mentioned and it just stuck.

What this approach showcases are four key elements:

1. Provides Minnesota State with an approach that we, as a network of interdependent colleges and universities, can focus on as a system.

2. Provides us with a focus on our students that reinforces that our agency and advocacy is for our students no matter where they are enrolled.
3. Recognition that we cannot meet the goal of Equity 2030 on our own. That in order to help our students overcome the barriers they face that we need the partnership not only amongst ourselves but with the State of Minnesota and community partners.
4. There is no silver bullet. There is not just one area that if we focused on would help us meet our goal but that in fact, there are six strategic dimensions where we need to align our work that focuses not just on the classroom but support structures outside of the classroom, expanding our ability to use data to guide our decision-making, and focusing on our faculty and staff.

Now, I would caution us to consider what this approach is not:

1. It is not a new initiative. I know how much work is being done at both at the campus and system level and this is not intended to layer more on adding to the “initiative fatigue” but instead it is an overarching goal and focus.

I have referred to Equity 2030 as a moonshot.

We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.

2. This should not be viewed as an exhaustive plan but an approach. It will be up to campus leadership and faculty and staff to flush out what this means and how best to align their practices and approaches to meet the goal.

Understanding the Data

Our summer work has focused on understanding our data better. To just say we are going to eliminate the educational equity gaps, we need to understand where they exist and how to begin to tackle them.

We need to establish clear benchmarks and targets to measure and monitor progress. Now, there are a multitude of different lenses by which we could look at our work but we have decided to focus on three primary areas to disaggregate the data: by race and ethnicity, first generation status, socioeconomic status

Progress Update

Beginning on slide 6, I promised the board an update on the progress to date and I'd like to take an opportunity to highlight for you the work we have undertaken and the work yet to come.

1. *Scan of current work underway*

There is a tremendous amount of good work that is going on at our colleges and universities. However, sometimes we do not pause to take stock of those things nor to consider how they could be shared or replicated with others. Sr. Vice Chancellor began this work along with our presidents last year to identify key student success initiatives. In fact, it has been the focus of leadership council for the past two years.

What is important to consider as this work progresses is that it will help to delineate and to refine:

- By doing this scan, we can begin to align our work to the overarching goal
- What work will be done at the system office. It is important to remind ourselves that the coordination and facilitation of the work will be done at the system level but that the campuses remain the operational hub.
- A critical role of the system office is to not only facilitate this work but to augment capacity at the campuses to do this work. We know that amongst our 37 institutions, that it is not a level playing field and that the resources that some of our campuses have are not even within sectors.
- Our goal is to increase the effectiveness of the initial work, and to
- Create structures that are pervasive and provide opportunities for effective work to be scaled up.

2. *Refinement of 2030 goals*

The next area that has been a focus this summer is around refining the 2030 goals. As I've shared the disaggregation of the data and providing campuses with the tools to understand the data is a critical foundational step.

It is not that the system has not had targets that we aimed for before, but were they effective remains a question.

We identified early on that we have a considerable capacity gap not only at the system office but at the campus level too. In my conversations over the

past two years, I have heard repeatedly *why don't we utilize the expertise we already have within the system?* Well, that is what we intend to do.

We have identified three Chancellor's Fellows that will play a foundational role as we begin the journey towards 2030 focusing on: Target Setting, Predictive Modeling, and Academic Equity Strategy.

Drawing from the expertise already within the system, these are open to any faculty or staff from our campuses or the system office. We anticipate that these will be 12-month positions at 50% time.

Their work will be iterative and build upon each other's efforts and to draw from the collective expertise of the system.

3. *External stakeholders*

We know that we are not the only state or system focused on this work. So, we began our research to identify effective strategies and approaches that other states or higher education institutions have undertaken. What we have found so far provides us with some assurances that we are approaching this work in the right way.

- Boutique approaches vs scaled replicable models
- Private funders/philanthropic organizations play a critical role in pilot programs
- Approaches address both academic and non-academic student needs
- Important to establish clear metrics and targets to demonstrate progress

As you have heard me say throughout the way that if we could have eliminated the gaps on our own, we would have. But that in order to really do this work effectively, we must engage with community partners and other state agencies to identify resources and opportunities to address the non-academic barriers that our students face.

I have already had conversations with Lt. Governor Flanagan, Office of Higher Education Commissioner Dennis Olson and others from their teams about this work and I think I can say that they will be enthusiastic partners as we go forward.

Later this fall, I will begin meeting with external partners to develop a better understanding of the work that each sector does and initiatives

currently underway and where there are common intersections for our collective work.

4. *Communication*

Communication remains a critical piece of our success. It is important to not only utilize the current campus and system structures that we have in place but (pun intended) to reimagine how we can stay connected as this work rolls out. Our work and our structures are complex and in an organization our size that is to be expected. We have to figure out ways to engage early and often.

Discussion

Chancellor Malhotra shared that work needs to be done to develop the concept for the Equity Summit. We will ask partners to review their respective work through an educational lens. Be intentional, study the barriers and then bring their “work results” to this Equity Summit. We will leverage our systemness and seek feedback, do research and then update the data accordingly. Ask ourselves: What if we accomplish this goal? What would our system look like in terms of graduation rates, enrollment, employment outcomes and revenue? We believe resolving the gap will increase enrollment and retention and bring the “gap group” into employment increasing the value of higher education.

Trustees provided the following comments:

- Partners should be called out and should include all educational partners
- Data disaggregation should also consider gender gap
- Integration of student input and how will equity by design work intersect with campus diversity plans
- Discussion on how to best measure equitable outcomes and identifying targets. What has caused the gap and how do we unpack the “why”

President Olson commented that the presidents are all in on this goal, and although the work will happen differently on each respective campus, they are excited to move the dial and create results. Chancellor Malhotra replied the faculty and staff leadership at each school will be important in understanding and leading the efforts of this work.

Discussion continued with comments from bargaining unit leaders and statewide student association leaders, and cabinet members. Chair Cowles ended the conversation by stating to all that they bring their ideas and feedback to this body quickly.

Wednesday, September 18

Recap of Day One

Chair Jay Cowles opened day two of the retreat by thanking everyone for their participation, and gave a recap of day one..

Dr. Wirth-Davis began by reflecting on 2005 research done at Harvard University. A book co-authored by Richard P. Chait called *Governance as Leadership*. This book introduces 3 modes of governance – judiciary, strategic and generative – that together enable effective trusteeship.

Judiciary is oversight. Strategic is looking down the road – which the work plans provide and the third is generative, which is asking questions and problem definition. When trustees and leaders become proficient in all three modes, the board practices as leaders and less as managers of their work. Dr. Wirth-Davis invites this body to listen today in the frame of leaders.

Chancellor Malhotra also provided reflections. Over the last month both cabinet, leadership council and today's retreat all ask us- what is our role in the work we are doing? What will it take for us to lead? He welcomed the Leadership Council Executive Committee. This committee is made up of four presidents, two from the college sector, and two from the university sector, the chancellor, the chief of staff, Sr. Vice Chancellor Anderson and Presidents Ginny Arthur, Scott Olson, Hara Charlier and Joe Mulford

The Year Ahead: Presidents Perspective:

Presidents Ginny Arthur, Scott Olson, Hara Charlier and Joe Mulford shared reflections on the Leadership Council retreat and Equity 2030:

- System life is a microcosm of campus life.
- At the Leadership Council retreat, we spent time on discussing what is the role of Leadership Council and how do we best advise the chancellor and how we spend our time together to maximize collective efforts. The strength of the body comes from open and transparent communication and ability to work through challenges. Need to be flexible and ability for presidents to engage with members of cabinet in strategic decision making.
- Recognize that in order to realize Equity 2030, we must work together as a team. We need to figure out “how” to raise the achievement level of all which will require us to identify those high impact practices, but recognize that our sectors and our institutions are different. The board is a system board – and tends to think of system solutions which do not always reflect the way results can happen on campus. Not a one size fits all approach.
- The question was posed earlier: what do presidents need from the Board? Presidents shared that they would like to have the board get to know the campuses.

Open discussion followed with questions and comments from trustees.

FY2020 Board and Committee Topics

Chair Cowles opened the session and provided an overview and purpose for the session. He referred trustees to the draft spreadsheet in their packets that provided draft suggestions for committee topics. He also asked the trustees to take note of the charters and the respective roles they play on their committee.

Cabinet committee leaders highlighted key work for the respective board committee for this year noting work that the board is responsible for addressing this year and other presentations.

Large poster sheets were placed on the wall with the name of each committee written at the top. Chair Cowles asked that trustees and bargaining unit and student association leaders identify important committee topics or discussion items that needs to be built into the draft schedule for the upcoming year.

Dr. Wirth-Davis facilitated a discussion highlighting what was placed on the poster sheets asking for clarification from attendees when needed.

Chair Cowles stated the information will be captured, prioritized and each committee workplan will be updated. Chancellor Malhotra stated there are two types of work emerging on these committee agendas. Some is informational. Some is process. We will identify and place these topics within the appropriate committee. Discussions will continue with committee chairs and vice-chairs.

Closing

Chair Cowles thanked the trustees and all who participated in the retreat and thanked Central Lakes College for their hospitality. He said we hear your request for the board visits to better know you and see the joy of your progress on how you launch people into successful careers and lives. Chancellor Malhotra stated as a group we have done a terrific job of defining the path for this work and ask for your patience and effective communication. We have a new notion of what a system is. We have an obligation to the system and Legislature and he concluded by congratulating Central Lakes College for having a remarkable tone and is a great example of the joy in our work.

The retreat concluded at 11:55 a.m.

**MINNESOTA STATE BOARD OF TRUSTEES
EXECUTIVE COMMITTEE MEETING MINUTES
October 2, 2019**

Executive Committee Members Present: Chair Jay Cowles, Vice Chair/Treasurer Roger Moe, Immediate Past Chair Michael Vekich, Trustees Alex Cirillo, April Nishimura, Louise Sundin, Cheryl Tefer, and Chancellor Devinder Malhotra

Other Trustees Present: Dawn Erlandson and Rudy Rodriguez

Convene and Call to Order

Chair Cowles called the meeting to order at 8:00 am and acknowledged Trustees Erlandson, Nishimura, Rodriguez, and Vekich who were participating in the meeting by phone.

Chair's Updates:

Chair Cowles made the following comments:

There were generally very positive reviews of the site, and the agenda for the retreat. Thanks again to all who helped prepare for the retreat.

Three primary messages:

1. Widespread support for Equity 2030, from all the stakeholders;
2. Continue contact with presidents, students, faculty, staff and key stakeholders, and campus visits, to build understanding and alignment.
3. Improve meeting agendas: shorter, more accessible presentations, and more discussion time on strategic issues.

One immediate change in response, proposed by the chancellor and the cabinet: Committee chairs and vice chairs to confer with cabinet member and president liaisons in developing meeting topics and formats. I am also planning a board training session to review proposals for alternative meeting formats and topics, to coincide with either the November or January board meetings. This will allow careful consideration by the board of the purposes, constraints, and implications of further changes.

In the meantime, I am asking all committee chairs to maintain their meeting times and location to fall within the noticed dates, and at the location of the board meeting, to allow for maximum trustee participation.

I am also proposing to hold the October committee and board meetings on a single day, Tuesday, October 15. This is possible and desirable for several reasons:

- There are only five committees scheduled to meet;
- The Leadership Council, meeting on Monday, is able to join us all day Tuesday, and then head back to their campuses without another overnight;
- The ACCT conference begins in San Francisco on Wednesday, and five trustees (Cowles,

Tefer, Nishimura, Williams, and Anderson), along with the Chancellor are joining Trustee Erlandson to participate and show support for her election. This allows Wednesday to be a more practical travel day.

Would the committee suggest we include a social Board dinner at the end of Tuesday?
(There was support for the dinner.)

Finally, thanks to Trustees Hoffman, Tefer, and Erlandson for their attendance at the Riverland ribbon cutting recently. Great turnout!

There was a discussion about the communication workflow for creating the agendas for the committee meetings.

Chancellor's Updates:

Chancellor Malhotra made the following comments:

The theme for my travels the past month seemed to involve shovels and big red ribbons as I visited four campuses for ribbon cutting and groundbreaking ceremonies. I am thankful for the trustees that have joined me. Now I guess I'm getting out my good suits as I head into fall gala season!

Later this afternoon, I head down to Winona where Winona State University, Riverland Community College, and Minnesota State College Southeast are hosting the House's Mini-Session where I understand over 100 legislators and staff will gather in a series of 3-day committee meetings. It is an opportunity to showcase not only our capital program needs but to engage in discussions about higher education.

Then I'm off to Minnesota State University Moorhead where I will attend their Foundation Night of Distinction along with a meeting with their Foundation Board and then to celebrate the launch of the university's capital campaign.

And then onto Bemidji State University where they are culminating their centennial anniversary celebration with their annual gala that coincides with homecoming week. On Saturday, I am the Grand Marshall in their homecoming parade and then off to the football game where luckily they are not playing another Minnesota State university so I can...without having to pick sides...cheer on BSU.

I highlight these trips not to brag that I get to see some amazing fall colors but that there are amazing opportunities to engage with our campus communities and to celebrate alongside students, faculty, staff, alumni, and partners. This truly is one of the perks of the job!

In addition MMB and Governor's staff, House and Senate Capital Investment Committees continue their tours of our campuses to witness firsthand the infrastructure needs of our campuses.

Equity 2030

Taken into consideration the feedback that I have received both from the board and from my early discussions with both Inter Faculty Organization and the Minnesota State College Faculty and other individual conversations with other bargaining leaders, we have made updates to the framework design.

Launched the call for the 3 Chancellor's Fellows focusing on:

- Predictive Analytics
- Target Setting
- Academic Equity Strategy

Hearing the concerns about Fellows having to juggle two assignments and the board's urgency to get the work started – the Fellows positions have been changed to 6-month full-time appointments. These Fellows on their own will not do the work but to help convene other leaders from across the system to draw from their expertise.

I look forward to giving you an update in October and to announce the Fellows at the November meeting.

FY2019 Year-end Board Operating Budget Report

Vice Chair/Treasurer Trustee Roger Moe reported on the FY2019 year-end board operating budget. The board's FY2019 operating budget was \$254,172 which included carry-forward funds of \$35,172 from FY2018. At the close of FY2019, the board had spent \$189,510 or about 75% of its budget. In addition to supporting the costs for meeting expenses, the board's operating budget also provides for trustees' participation in campus events such as commencements and groundbreaking ceremonies, and attendance at national higher education conferences. The board's FY2020 operating budget is \$245,500.

Passageways OnBoard Portal Software

Board Administrator Inge Chapin reported that for several years there has been an interest in a board portal to improve communications and organize meeting materials for the trustees. Over the past several months, Associate Vice Chancellor Ross Berndt, IT staff, and Ms. Chapin researched and compared four products. Passageways OnBoard rose to the top for several reasons. Number one is its ease of use for both the staff and the trustees. The product is endorsed by the Association of Governing Boards of Universities and Colleges. Sixty percent of AGB's members use the Passageways OnBoard Portal.

The benefits of the OnBoard Portal are:

- One-stop site for all information related to the board
- Accessible from any browser on any device, anywhere, anytime
- A calendar for meetings and events
- A repository for current and archived meeting materials
- A repository for communications
- Ability to annotate meeting materials
- Training for staff and trustees
- 24/7 live support

Training for staff and the trustees will occur over the next several months with the portal projected to be fully operational by March 2020. For those who prefer paper, the board packet can still be reproduced.

Chair Cowles made the following motion:

The Executive Committee supports the staff recommendation of the Passageways OnBoard Software for the amount of \$18,400 and refers it to the Board of Trustees for approval at the October meeting.

The motion was seconded by Trustee Vekich and carried.

Adjourn

The meeting adjourned at 9:30 am.

Minnesota State Colleges and Universities

Board of Trustees

St. Paul, MN

October 15, 2019

Present: Chair Jay Cowles, and Trustees Ashlyn Anderson, Alex Cirillo, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Samson Williams, Michael Vekich, and Chancellor Devinder Malhotra

Absent: Trustees AbdulRahmane Abdul-Aziz, Dawn Erlandson, and Roger Moe

Call to Order

Chair Cowles called the meeting to order at 2:00 pm. He acknowledged Trustee Williams who was participating in the meeting by telephone.

Chair's Report, Jay Cowles

A month ago, the Trustees held their annual retreat, and while there were many benefits that resulted from the retreat, there were a few that I thought I would mention today.

While the retreat serves the trustees first and foremost as a time for reflection and focus on the upcoming work of Minnesota State, the retreat also serves a broad purpose of building relationship and understanding among the many stakeholders of Minnesota State. In support of both of these purposes, I observed high levels of engagement among trustees and with the other stakeholders at the retreat, in a series of presentations and discussions that reviewed Minnesota State's strategic status and opportunities for the work ahead. Specifically, the trustees were joined by the chancellor and his cabinet, by the Leadership Council Executive Committee (Presidents Arthur, Charlier, Mulford and Olson), by leaders of our staff and faculty bargaining units, and by leaders of our two state student associations.

Over the course of the retreat, we considered:

- The findings of our annual Enterprise Risk Management assessment;
- Chancellor Malhotra's framework and approach for Equity 2030 and its ambitious ten-year goal;
- Reflections on Equity 2030 and the work ahead from the Leadership Council Executive Committee on the Leadership Council's own retreat earlier in September; and
- Discussions and brainstorming about proposed and potential agenda items for the Committee and Board work plans for this coming year. You saw some of those ideas brought forth for discussion earlier today.

From my chair perspective there were two notable outcomes from this retreat. First, and most importantly, there was strong support from all of the stakeholders and the trustees for Equity 2030. There is already much work occurring throughout Minnesota State on

which to build, and everyone at the retreat was eager to accelerate and expand our impact on student success for all of our students. Second, and more practically, there was strong trustee interest in continuing to have more engagement with the Leadership Council, and to have more engaging presentations and discussions around strategic issues during committee meetings.

In response to this latter interest of trustees, the chancellor and I have asked the president liaisons to participate with committee chairs and vice chairs and cabinet members in shaping agenda topics, formats, and materials. This is a work in progress, and we will revisit it in the coming months as we see how well it is working. We saw some evidence of that change process as reported by committee chairs earlier today. We are off to a good start.

I will end my remarks about the board retreat with one final highlight: an **outstanding** visit to Central Lakes College, for a campus tour and dinner program. President Hara Charlier and her faculty, staff, and students provided an evening of inspiration for the trustees and all retreat participants, as their commitment to student outcomes and a culture of inclusion and active support shone throughout the visit. On behalf of the board, our grateful thanks to Central Lakes College for their remarkable example for all of the Minnesota State.

I would like to turn to another area of accomplishment by one of our trustees. Trustee Dawn Erlandson has been on the Association of Community College Trustees Board of Directors for several years, including chair-elect this past year. We are honored that Trustee Erlandson is representing Minnesota State in this national organization. At ACCT's meeting later this week, Trustee Dawn Erlandson will become chair of the ACCT Board of Directors. Trustees Anderson, Nishimura, Tefer, Williams and I, along with Chancellor Malhotra, will be attending the ACCT Conference in San Francisco for that transition. Minnesota State will have a presence there to support Trustee Erlandson and we will be hosting a reception on Friday where we will have a chance to express our admiration and support for Dawn's leadership. Several presidents will be there too, including President Irving from Hennepin Technical College and President Millender of Century College. Minnesota State indeed will be honored to be represented by Trustee Erlandson.

Recognition of Trustee Dawn Erlandson

Chair Cowles called on Trustee Sundin who read the following proclamation.

***WHEREAS**, Dawn Erlandson was first appointed to the Board of Trustees by Governor Mark Dayton on August 6, 2012 for a six-year term.*

***WHEREAS**, Dawn Erlandson was a member of the Academic and Student Affairs Committee for six years. She also was the vice chair of the Board of Trustees for one-and-a-half years, a member of the Executive Committee for four years, chair of the Human Resources Committee for three years, and vice chair of the Finance and Facilities Committee for one year.*

WHEREAS, in the fall of 2013, Dawn Erlandson attended the Association of Community College Trustees Annual Congress, during which she was elected to the Central Region Nominating Committee.

WHEREAS, on January 20, 2015, Dawn Erlandson was appointed to fill a vacancy on the Board of Directors of the Association of Community College Trustees. In October of 2015, she was elected to a three-year term on the Board of Directors.

WHEREAS, in October of 2016, Dawn Erlandson was elected secretary-treasurer of ACCT's Board of Directors. She also became the chair of ACCT's Finance and Audit Committee.

WHEREAS, in October of 2017, Dawn Erlandson **became the vice-chair of ACCT's Board of Directors.**

WHEREAS, on July 15, 2018, Dawn Erlandson was reappointed to the Minnesota State Board of Trustees by Governor Mark Dayton for another six-year term ending on June 30, 2024.

WHEREAS, in October 2018, Dawn Erlandson was elected to another three-year term on ACCT's Board of Directors. At the same time, she also became the chair-elect of ACCT's Board of Directors.

WHEREAS, Dawn Erlandson will become the chair of the ACCT Board of Directors during ACCT's Annual Congress on October 19, 2019.

WHEREAS, Dawn Erlandson is a strong advocate for Minnesota State and for advancing access to higher education.

NOW THEREFORE, BE IT RESOLVED THAT THE MINNESOTA STATE BOARD OF TRUSTEES AND CHANCELLOR MALHOTRA on this day, October 15, 2019, congratulate and pay tribute to Trustee Dawn Erlandson, whose state and national leadership and service will benefit all students.

The proclamation was seconded by Trustee Cirillo and carried.

Chancellor's Report, Devinder Malhotra

In September I shared with the board at their retreat an update on the progress of Equity 2030. And I had shared with you a document entitled Equity 2030 which is a draft document. That document is an evolving document - it is not etched in stone. As consultations emerge with our internal stakeholders, with our bargaining units, with our student associations, with Leadership Council, that we will go back and fine tune it, tweet it, adjust it, and make changes. I want to emphasize that it is an evolving document. What it merely tries to do is start a conversation and provide a strategic framework_of how we can begin to think about and approach this work together – as a board and as a system.

However, I would like to stress that Equity 2030 draft document is not a plan and does not provide all the details of the work that is going on at our colleges and universities led by our presidents and faculty and staff or the new opportunities that we may engage in to help support all of our students.

Equity 2030 indeed is an ambitious goal. We know that. But we also know it is the right thing to do. It is a moral imperative and an economic imperative for the state of Minnesota and indeed is vital for social, cultural, and economic vibrancy of the State.

If you think about the goal of Equity 2030, there is nothing new in it. Our 37 colleges and universities have been focus on the goal of eliminating educational disparities for a long time. Our student demographics and our strategic commitment to this work, we have been focused on this and indeed what Equity 2030 does is it provides an unequivocal statement and affirmation of that goal which is pursued by each and every institution within the system at a system level.

It is a broader declarative goal for the system as a whole and attempts to provide a comprehensive unified framework in which we can start attacking this problem.

Each and every one of us in this room is frustrated by the fact that no matter how hard we have worked on closing the achievement gap, it has proven to be intractable and not have narrowed for a long period of time – at least over the last two decades.

If we focus our thinking and execute the right approaches to do this work - collectively - in developing this framework and approach, what is hopeful is that if we do this work well, the effectiveness of the existing efforts, which our colleges and universities are focused on, on eliminating disparities, those efforts will become more effective.

Equity 2030 is our public commitment to addressing inequity in educational access and educational outcomes, and to build a better future for the individuals, families, and communities of Minnesota.

Creating educational equity means that we will improve outcomes for all students and eliminate disparities in outcomes between different student groups. While we seek to eliminate all educational disparities, our initial focus will be on racial/ethnic disparities, disparities by socio-economic status or level of income, and disparities by first generation status.

At the Leadership Council meeting, we had a robust conversation regarding the goal and the associated work. Two critical points remained with me as I reflected on our discussion:

The first: as we begin this work are *we asking the right question and do we have the right data?*

That is why in my comments at the retreat, I stressed the need to start with disaggregating the data which has begun under the leadership of Senior Vice Chancellor Ron Anderson and the research team led by Interim Senior System Director Susan Carter. We need to better understand the students we have and where the gaps are to better determine the efforts that will support them and enable them to overcome their barriers. We need to understand why the gaps are persistent and what is it within our control we can do to move these metrics and also recognize that we cannot accomplish this goal alone or by ourselves because indeed, if we could do this, we would have done it by now. It would require a nuance understanding of the problems, which have caused the persistence of these gaps and then a better understanding of the different strategies to attack the barriers that students face.

The second component that aids in this work is the call that I issued a few weeks ago for three Chancellor's Fellows. I am excited about the opportunity to draw from the expertise we have within the system and for these fellows to help guide the initial work on modeling and targeting setting. I want to stress that these Fellows will work to be a bridge to their fellow faculty and staff on our campuses. They will provide leadership of the project but will draw resources from the expertise which already exist in our colleges and universities. I look forward to announcing the 3 Fellows at the November Board meeting.

The second point that stuck with me is the conversation around leading this work. We all know that this is going to be hard work and that we're going to learn from our mistakes. But we need to ask ourselves what is the organizational mindset that is needed in order to do this work. Do we have the understanding, the capacity, and the ability to have difficult conversation to lead this work collectively?

I'm not just talking about presidents or cabinet but all of us - around the table here today and in the audience - How do we, as a collective, build our own cultural competency in order to do the difficult work that is ahead.

At each and every level, we are leaders within our communities. The work that lies ahead is to develop the approaches and strategies and to provide the space for our colleges, universities, and the system to do the work that is needed together to meet this goal. We will do some work at the system level and substantial amount of this work is already going on and will continue at our college and universities level. And then together we will figure out where we need to build partnerships with our external partners and where we need to deepen and enhance our internal partners in order to move and accelerate our progress towards this goal.

Bonding Tours

Over the last month, members of the House and Senate Capital Investment Committees along with Commissioner Frans and Olson and staff from the Governor's Office have been,

in the words of the great leadership philosopher, Willie Nelson, they have been *On the Road Again* visiting our colleges and universities.

I want to thank Trustees Moe, Hoffman, and Janezich for attending these important campus events.

As I shared with Commissioner Frans the other week: At each stop, the same is true: Our first priority is for us to take care of what we have and to keep our students safe, warm and dry. The focus and support of the legislator and the governor of our asset preservation request is appreciated.

I want to thank the presidents and the campus faculty and staff leadership for their efforts to share with legislators our story and our needs. And a thank you to the Government Relations and Facilities teams for not letting those buses out of their sights.

All in all – about 30 visits have been completed and the committees are about half-way there. There are five additional stops in southern Minnesota next week and staff will share those with you once they are confirmed.

While these tour focus on our capital needs, many of these same legislators will be our advocates during the upcoming sessions because they see the work first hand of our campuses supporting students and their communities.

Gina Sobania Recognition

On Friday, I had the pleasure of hosting Major General Jon Jensen, Adjutant General for the Minnesota National Guard. The two systems have met annually since 2008. At that meeting, the Minnesota National Guard presented Gina Sobania, Director of Military, Veteran and Adult Learner Services with a recognition an appreciation for her unwavering support to service members of the Minnesota National Guard and her unrelenting guidance that helped in leading their soldiers to educational success.

The Minnesota National Guard provides a series of different events to assist soldiers through Reintegration events and through the Recruitment Sustainment Program. No matter where they are – Gina is there. In fact, over the last 9 months, she has attended 19 of these events. Gina has been serving student soldiers for the past 16 years and as she said: *“I get to see students. I get to see soldiers. I can’t think of a better job.”*

Please join me in thanking Gina for her efforts to support our students.

NextGen Update

I would like to provide the board with two updates on the NextGen project.

First – as you know, over the summer Minnesota State published a Request for Proposals from vendors interested in providing the commercial, modern software that will help us create a new technology landscape that meets the needs of today’s students and today’s campuses.

Since the close of the proposal period in early September, teams of subject matter experts from our colleges and universities and the system office have spent many hours evaluating and scoring proposals. Six proposals were submitted, and four vendors have been selected to move forward in the process.

The selected vendors are: (In alphabetical order)

- Campus Management
- Ellucian
- Oracle
- Workday

These vendors will provide demonstrations of their software in November and December. I should add here that, to ensure a fair and equitable selection process, the vendor demonstrations will be restricted to the RFP Team and any additional subject matter experts whose perspectives are critical to selecting the technology solution that best fits our needs.

I would like to offer my heartfelt thanks to all the members of the RFP Team, both for the time they dedicated to this important work.

The board is hopefully familiar with the topic of my **second** update: the NextGen video that was shared with all our stakeholders on Monday. I trust members of the board will agree with me that the video – brief though it may be – does a powerful job of building awareness in the NextGen project, precisely because it comes from student, faculty, and staff perspectives.

This video is the first of at least two videos that the NextGen Team plans to release as part of our change management process. The second will be shared alongside the announcement of a final vendor in the spring, and it will give our community a strong sense of how the new software is going to help us build a new technology landscape for students, faculty, and staff across Minnesota. As I say in the video, this is an exciting time for Minnesota State.

And Trustee Nishimura, you made a great point this morning – this is our backbone and I thank the board for your leadership in keeping us on track and in moving forward.

Consent Agenda

Chair Cowles requested the removal of item d. minutes of the joint meeting on July 23, 2019 of the Board of Trustees and the Leadership Council. The minutes will be presented at the November Meeting.

1. Meeting Minutes and Notes:

- a. Board of Trustees Study Session, June 18, 2019
- b. Committee of the Whole, June 19, 2019
- c. Board of Trustees, June 19, 2019
- ~~d. Joint Meeting, Board of Trustees and the Leadership Council, July 23, 2019~~
- e. Board of Trustees, September 17, 2018

2. Passageways OnBoard Portal Software

3. New Internal Audit Charter

4. Contracts Exceeding \$1 Million:

- a. College Services and Library Renovation, Anoka-Ramsey Community College, Coon Rapids
- b. Lease Extension, Department of Employee and Economic Development (DEED), St. Cloud Technical & Community College
- c. Verizon Lease, St. Cloud State University
- d. Local Area Network (LAN) Refresh, Rochester Community and Technical College

Following a motion by Trustee Vekich and a second by Trustee Sundin, the Consent Agenda minus item number 1.d. was adopted.

Board Standing Committee Reports

Facilities Committee, Jerry Janezich, Chair

- Report of the Facilities Committee

Committee Chair Janezich reported that the only agenda item before the committee was the college services and library renovation at Anoka-Ramsey Community College in Coon Rapids. The item passed on the Consent Agenda.

Finance Committee, April Nishimura, Vice Chair

1. Proposed Amendment to Policy 5.14, Contracts and Procurements (First Reading)

Committee Vice Chair Nishimura reported that the amendment will help increase minority and women-owned businesses participation in becoming vendors.

2. Supplemental Budget Request

Committee Vice Chair Nishimura reported that there is an unfunded amount of \$54.2 million over the current biennium. There is support for a supplemental budget request.

Human Resources Committee, Michael Vekich, Chair

1. Report on FY19 Leadership Development Programs
2. Overview of Executive Search Process

Three recommendations were made regarding the Executive Search Process. Technology will be used, the process for developing the presidential profile will be clarified, and the consensus approach was adopted.

Academic and Student Affairs Committee, Alex Cirillo, Chair

1. Academic and Student Affairs Work Plan
2. Transfer Pathways

Audit Committee, George Soule, Chair

- Roles and Responsibilities of the Audit Committee Members

Student Associations

1. Lead MN

President Oballa Oballa addressed the Board of Trustees.

2. Students United, Ola Abimola, State Chair

State Chair Ola Abimola and State Vice Chair Sandra Shimba addressed the Board of Trustees.

Minnesota State Colleges and Universities Bargaining Units

1. American Federation of State, County, and Municipal Employees

AFSCME State President, Council 5, Tom Torgerud, addressed the Board of Trustees.

2. Minnesota State College Faculty

President Matt Williams addressed the Board of Trustees.

3. Minnesota State University Association of Administrative and Service Faculty,

President Tracy Rahim addressed the Board of Trustees.

Trustee Reports

Trustee Rodriguez recognized and thanked Trustee Vekich for his work as chair of the board. He added that Trustee Vekich led us during a time of transition that included the hiring of Chancellor Malhotra. Trustee Vekich helped lead Reimagining Minnesota State and for his overall focus on governance.

Adjournment:

Chair Cowles announced that the Chancellor Performance Review Committee will meet on October 29, 2019. The chancellor has shared a copy of his goals and objectives with all the trustees. At the November board meeting, he will share his plans. The Executive Committee will meet on November 6, 2019. The committee and board meetings will be on November 19 and 20, 2019 at Bemidji State University and Northwest Technical College.

The meeting adjourned at 3:20 pm.



MINNESOTA STATE

Board of Trustees

30 East 7th Street
St. Paul, MN 55101

651-201-1705

Board of Trustees Meeting

Bemidji State University
Hobson Memorial Union, Crying Wolf Room
Wednesday, November 20, 2019
2:30 PM

In addition to the board members attending in person, some members may participate by telephone.

Board Policy Decisions

- **Proposed Amendment to Policy 5.14, Contracts and Procurements (Second Reading)**
(pp. 12-16 of the Finance Committee's meeting materials)



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

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">• Advance IT Minnesota• 360° Manufacturing and Applied Engineering Center of Excellence• HealthForce Minnesota• Minnesota Center for Engineering and Manufacturing Excellence (MNCEME)• Center for Agriculture - Southern Minnesota• Minnesota Agriculture Center for Excellence – North – AgCentric• Minnesota Energy Center• Minnesota Transportation Center

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