Board of Trustees Meetings
March 18, 2020

Board of Trustees Meeting
March 18, 2020
Minnesota State
30 East 7th Street
St. Paul, Minnesota

Unless noticed otherwise, all meetings are in the McCormick Room on the fourth floor. 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, March 17, 2020

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

Wednesday, March 18, 2020

8:00 AM   Academic and Student Affairs Committee, Alex Cirillo, Chair
Other board members may be present constituting a quorum of the board.
1. **Minutes of January 29, 2020**
2. **Proposed Amendment to Policy 2.6 Intercollegiate Athletics (Second Reading)**
3. **Proposed Amendment to Policy 3.26 Intellectual Property (Second Reading)**
4. **Approval of Mission Statement: Riverland Community College**
5. Equity in Action: Understanding and Addressing Local and Regional Student Needs

9:30 AM   Committee of the Whole, Jay Cowles, Chair
- COVID-19 Preparedness Planning

10:15 AM   Facilities Committee, Jerry Janezich, Chair
Other board members may be present constituting a quorum of the board.
1. **Minutes of January 28, 2020**
2. **2022 Capital Budget Guidelines (Second Reading)**
3. Proposed Amendment to Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (First Reading)

11:00 AM   Finance Committee, Roger Moe, Chair
Other board members may be present constituting a quorum of the board.
1. **Minutes of January 28, 2020**

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

    2. Contract Exceeding $1 Million: Parking Lot Repairs, Minnesota State Community and Technical College, Moorhead Campus

    3. Lease Amendment: Northwest Technical College and the Hoffman Building HVAC Programming

    4. Lease Amendment: Metropolitan State University and 1380 Energy Park

    5. 2022 Capital Budget Guidelines (Second Reading)

    6. Proposed Amendment to Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (First Reading)

11:45 AM   Joint Audit and Finance Committees, George Soule and Roger Moe, Co-chairs
Other board members may be present constituting a quorum of the board.

    1. CliftonLarsonAllen Contract Extension/Amendment (External Auditing Services)

    2. Baker Tilly Contract Extension/Amendment (Internal Auditing Services)

    3. Information Security Consultation Project – Phase 3 Results

12:30 PM   Luncheon, Rooms 3304/3306

1:15 PM   Human Resources Committee, Michael Vekich, Chair
Other board members may be present constituting a quorum of the board.

    1. Minutes of January 29, 2020

    2. Appointment of President of Dakota County Technical College and Inver Hills Community College

    3. Appointment of President of North Hennepin Community College

2:00 PM   Board of Trustees, Jay Cowles, Chair

3:30 PM   Meeting Ends

Bolded items indicate action is required.

Committee Rosters
2019-2020
(Updated December 16, 2019)

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
Ahmitara Alwal
Ashlyn Anderson
Bob Hoffman
Jerry Janezich
George Soule

President Liaisons:
Joe Mulford
Scott Olson

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

Human Resources
Michael Vekich, Chair
George Soule, Vice Chair
Ahmitara Alwal
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
Ahmitara Alwal
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 *Hibbing Community College*	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 *No meetings on October 16.*	October 15, 2019 *ACCT Leadership Congress, October 16-19, San Francisco*	October 16, 2019
Cancelled: Executive Committee	November 6, 2019	
Committee / Board Meetings *Bemidji State University and Northwest Technical College*	November 19-20, 2019	November 19, 2019
No December meeting		
Cancelled: Executive Committee	January 8, 2020	
Committee / Board Meetings Combined meeting with Leadership Council on January 28	January 28-29, 2020	
No February meeting	*ACCT National Legislative Summit, Feb. 9-12, Washington, D.C.*	
Cancelled: Executive Committee	March 4, 2020	

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

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 *AGB National Conference April 5-7, Washington, D.C.*	
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	*August or after governor makes the appointments*	
Executive Committee	September 2, 2020	
Board Retreat	September 15-16, 2020	
Executive Committee	October 7, 2020	
Committee / Board Meetings	October 20-21, 2020 *ACCT Leadership Congress Sept. 30-Oct. 3, Chicago*	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	*ACCT National Legislative Summit, Feb. 7-10, Washington, D.C.*	
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 *AGB National Conference, Apr. 11-13, San Diego*	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

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MARCH 18, 2020
8:00 A.M.

————

McCORMICK ROOM
30 7TH STREET EAST
SAINT PAUL, MN

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 January 29, 2020 (pp 1-4)**
2. **Proposed Amendment to Policy 2.6 Intercollegiate Athletics (Second Reading) (pp 5-8)**
3. **Proposed Amendment to Policy 3.26 Intellectual Property (Second Reading) (pp 9-19)**
4. **Approval of Mission Statement: Riverland Community College (pp 20-24)**
5. Equity in Action: Understanding and Addressing Local and Regional Student Needs (pp 25-116)

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.

Academic and Student Affairs Committee members present: *Alex Cirillo, Chair; Cheryl Tefer, Vice Chair; Rudy Rodriquez, Jerry Janezich, Samson Williams Ashyln Anderson, Dawn Erlandson*

Remote: None

Academic and Student Affairs Committee members absent: None

Other board members present: *Almitara Alwal, April Jay Cowles; Bob Hoffman; Roger Moe, George Soule, Louise Sudin, Michael Vekich, Chancellor Devinder Malhotra*

Committee Chair Cirillo called the meeting to order at 8:35 am.

1. **Minutes of November 19, 2019**

Chair Cirillo called for approval of the minutes from November 19, 2019. Trustee Janezich moved to approve the minutes as written. Trustee Tefer seconded the motion and the minutes were unanimously approved.

2. **Proposed Amendment to Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration (Second Reading)**

No changes or edits were received since the first reading of this policy. Trustee Rodriguez made a motion to approve and Trustee Janezich seconded the motion. The motion passed unanimously.

3. **Proposed Amendment to Policy 3.27 Copyrights (Second Reading)**

No changes or edits were received since the first reading of this policy. Trustee Rodriguez made a motion to approve and Trustee Janezich seconded the motion. The motion passed unanimously.

4. **Proposed New Policy 3.43 Accreditation (Second Reading)**

No changes or edits were received since the first reading of this policy. Trustee Tefer made a motion to approve and Trustee Janezich seconded the motion. The motion passed unanimously.

5. Proposed Amendment to Policy 2.6 Intercollegiate Athletics (First Reading)

Sr. Vice Chancellor Anderson stated that this policy was reviewed as part of the five year review cycle. Any amendments are technical changes there is no substantive change to the Policy. No action is necessary at this time since this is the first reading of the Policy.

6. Proposed Amendment to Policy 3.26 Intellectual Property (First Reading)
Sr. Vice Chancellor Anderson stated that this policy has been updated to reflect how intellectual property is handled throughout the colleges and universities. He also stated that new language has been added around student internship agreements and open educational resources, and how those can alter the ownership of intellectual property. No action is necessary at this time since this is the first reading of the Policy.

Trustee Hoffman initiated a discussion surrounding the use of Minnesota State versus Minnesota State System. Chancellor Malhotra invited Noelle Hawton to address the group to provide a brief history of the name. Ms. Hawton stating that in June 2016 the Board approved the branding of the short name of Minnesota State as a way to refer to the legal name, which is Minnesota State Colleges and Universities. During that discussion there were members of the Board who voiced their disdain for the word "System", because it sounded cold and institutional. The word system will added to communications if it is needed grammatically or for clarity. Chancellor Malhotra stated that the word system cannot be completely eliminated due to the nature of the business; therefore it will be used for clarity when needed. Chair Cirillo stated that the wording in Policies and Procedures should be left as Minnesota State when deemed necessary.

7. State of Minnesota Perkins V Plan
Sr. Vice Chancellor Anderson introduced Jeralyn Jargo, System Director for Career Technical Education. Ms. Jargo also serves as the state director for technical education, which is a dual role involving oversight of the Perkins consortium within the system. Perkins is a funding lever from the Federal government used to continuously improve and innovate career technical education programs.

Ms. Jargo stated that Minnesota State and the Minnesota Department of Education submit one unified plan for the State of Minnesota, which is a consortium model. Perkins V looks at the consortia structure to determine the formula for distribution of funds. Ms. Jargo stated that the federal government allocated $1.19 billion to the Perkins V initiative in the past year of which the state of Minnesota received $18.7 million. The formula for distribution is based on the census and age of population. The money is a federal grant and by calculation not less than 85% of the state allocation must be awarded to the consortium. So the amount distributed to the programs the past year was approximately $16 million.

Trustees Hoffman and Erlandson initiated discussion regarding the distribution of the funds that the state received. Ms. Jargo stated that there is an equal 50-50 split between the secondary and post-secondary institutions.

There was discussion surrounding PELL grant eligibility, program requirements and the process used for distribution of funds. The Trustees, Mr. Anderson and Ms. Jargo engaged in discussions surrounding tactile versus visual learning and the integration of the academic and technical sides of education. Ms. Jargo stated that the guidelines that need to be followed and the record keeping of funding distribution is quite intense. Additionally all consortia are audited and need to file an annual report.

Ms. Jargo stated if the current Perkins V Plan is approved by the ASA Committee and subsequently receives Board approval, it needs to reside with the governor's office for 30 days and then submitted to the Federal level by March 2, 2020.

Trustee Janezich provided support for the following motion: "Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the State of Minnesota Perkins V Plan. The Plan will be submitted to the U.S. Department of Education, Office of Career, Technical, and Adult Education, in fulfillment of the requirements of the Strengthening Career and Technical Education for the 21st Century Act Public Law 115–224." The motion was seconded by Trustee Tefer and was unanimously approved by the Committee.

8. Restructuring of the Northeast Higher Education District

Sr. Vice Chancellor Anderson introduced Northeast Higher Education District (NHED) Interim president Michael Raich.   Interim President Raich stated that NHED was formed in 1999 as an umbrella structure over 5 independently-accredited colleges. The colleges currently share a president and several services such as institutional research, business services, human resources and various others, but each continue to operate as independent competing colleges.

Interim President Raich stated that there are challenges within NHED now due to the changing demographics in the Northeast region of the state. The region is experiencing student decline due to the fact that people are working instead of seeking education. There has been a 35% enrollment decline, meaning there is less enrollment revenue, fewer employees and shared services have been compromised. There are also accreditation challenges when there are fewer employees, using multiple databases to complete their work. Additionally, students are faced with the reality of travelling between campuses in order to complete the classes they need. This has been a barrier for some.

Interim President Raich said that the colleges recognized the problems and under the leadership of now-Interim Vice Chancellor Maki, the colleges started a strategic planning process. The outcome of the 2-year process was to center on more collaboration between the colleges. After a year of regional academic planning 2 options were for continuation were proposed. Option 1 was to move to a single accredited college with six campuses; Option 2 was to move to accredited college with five campuses and then one college in a single campus. The single campus would be Vermillion because of its unique programming, which is tied closely to the Boundary Waters area.

Interim President Raich described the process that was followed to identify that Option 1 was the best path forward. He stated that the Chancellor's office, Higher Learning Commission and bargaining units were involved in the discussions to come to the decision. This path means there would be more resources and a unified message, while keeping the strong community identities.

Interim President Raich stated that motion before the committee is approval for NHED to move forward with the planning process and the intent to merge the campuses.

Chair Cirillo read the suggested motion: "Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees support the intent of merging the Northeast Higher Education District's five independently accredited colleges (six campuses) into one accredited college (six campuses) and charges Interim President Raich with developing a comprehensive plan and timeline for such a merger and for securing institutional accreditation."

Trustee Janezich moved to approve the motion as stated by Chair Cirillo. The motion was seconded by Trustee Erlandson and passed unanimously.

Chair Cirillo adjourned the meeting at 10:00 AM.

Meeting minutes prepared by Rhonda Ruiter 2/19/20.

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee   **Date:** March 18, 2020

Title: Proposed amendment to Policy 2.6 Intercollegiate Athletics

Purpose (check one):

√	Proposed New Policy or Amendment to Existing Policy	☐	Approvals Required by Policy	☐	Other Approvals
☐	Monitoring / Compliance	☐	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

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION – SECOND READING
BOARD POLICY 2.6 INTERCOLLEGIATE ATHLETICS

1 **BACKGROUND**
2 Board Policy 2.6 Intercollegiate Athletics was adopted by the Board of Trustees on May 16,
3 1995 and implemented on July 1, 1995. The policy was reviewed as part of the five year review
4 cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and
5 Administration, Part 6, Subpart H, Periodic review. The policy was previously reviewed in 2015
6 and the language amended to encompass all gender identities and expressions of students.
7
8 The proposed amendment consists of technical edits and was reviewed by the Office of General
9 Counsel, cabinet, then sent out for formal consultation and received support from the
10 presidents, employee representative groups, student associations, and campus leadership
11 groups. All comments received from the consultation were considered.
12
13
14 **RECOMMENDED COMMITTEE MOTION**
15 The committee recommends the Board of Trustees adopt the proposed new Board Policy 2.6
16 Intercollegiate Athletics.
17
18
19 **RECOMMENDED BOARD MOTION**
20 The Board of Trustees adopt the proposed amendment to Board Policy 2.6 Intercollegiate
21 Athletics.
22
23
24 *Date Presented to the Board of Trustees:*   *03/18/2020*
25 *Date of Implementation:*   *xx/xx/20*

BOARD POLICY –SECOND READING			
Chapter	2	Chapter Name	Students
Section	6	Policy Name	Intercollegiate Athletics

1 **2.6 Intercollegiate Athletics**
2
3 **Part 1. Conference and Division Membership.**
4 Consistent with the unique identity and mission of the institution, a college or university may
5 engage in programs of intercollegiate athletics. A college or university may join one or more
6 conferences and add or remove sports after a review of the impact on students, finances, the
7 ~~institution's~~ facilities master plan, Title IX compliance, and completion of the student and
8 college/university consultation process. The college or university shall operate according to the
9 rules and standards of the conference as long as such rules are not in conflict with federal or
10 state law, board policies, or system procedure<u>s</u>. Adding any sport at the National Collegiate
11 Athletic Association or the National Junior College Athletic Association division-one level
12 requires a recommendation from the chancellor and prior approval by the board. A request for
13 ~~B~~<u>b</u>oard approval of participation in a division-one-level sport ~~shall~~ <u>must</u> be directed to the
14 chancellor or designee and ~~shall~~ include analysis and review of the expected impact on
15 students, institutional and student services finances, the <u>college's or university's</u> ~~institution's~~
16 mission and facilities master plan, compliance with equal opportunity requirements, and a
17 report of the consultation process used.
18
19 **Part 2. Gender Equity in Athletics.**
20 The Minnesota State ~~C~~<u>c</u>olleges and ~~U~~<u>u</u>niversities are committed to providing equal opportunity
21 in athletics for students of all gender identities and gender expressions. Each college or
22 university with intercollegiate athletics ~~must~~ <u>shall</u> provide athletic opportunities for students in
23 accordance with federal and state requirements.
24
25 **Part 3. Student Athlete Health Insurance.**
26 Students participating in intercollegiate athletics are required to maintain health insurance
27 through a plan or rider that includes coverage for participation in intercollegiate athletics. Prior
28 to student participation in intercollegiate athletics, colleges and universities ~~must~~ <u>shall</u> provide
29 adequate written notice to students of the requirement for health insurance.

Related Documents:
- Board Policy 2.3 Student Involvement in Decision-Making
- System Procedure 2.3.1 Student Involvement in Decision-Making

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

- Minn. Stat. §13.392 Internal Auditing Data

Policy History:

Date of Adoption: *5/16/95*
Date of Implementation: *7/01/95*
Date of Last Review: *xx/xx/20*

Date & Subject of Revisions:
Xx/xx/20 – Replaced "institution's" with "college's or university's" in Part 1, and applied new writing and formatting styles.

4/22/15 – Editorial changes and revised language in Part 2 to encompass all gender identities and expressions of students.
03/17/10 - Amends Part 1 clarifying that Board approval is required in order to add a sport at the Division 1 level. Amends Part 3 to require student athletes to have adequate health insurance.
12/17/03 - Deleted Part 1. Definitions, Subparts A and B; clarified conference and division membership by colleges and universities (Part 2) and renumbered to Part 1; amended language in Part 3 and renumbered to Part 2; deleted Part 4.

No additional HISTORY

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee   **Date:** March 18, 2020

Title: Proposed amendment to Policy 3.26 Intellectual Property

Purpose (check one):

[√] Proposed New Policy or Amendment to Existing Policy	[ ] Approvals Required by Policy	[ ] Other Approvals
[ ] Monitoring / Compliance	[ ] 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 ACTION – SECOND READING
BOARD POLICY 3.26 INTELLECTUAL PROPERTY

1 **BACKGROUND**
2 Board Policy 3.26 Intellectual Property was adopted by the Board of Trustees on June 16, 2002
3 and implemented on January 1, 2003. The policy was reviewed as part of the five year review
4 cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and
5 Administration, Part 6, Subpart H, Periodic review.
6
7 The proposed amendment updates the policy and makes it more applicable to the current
8 activities in Minnesota State that involve intellectual property. Two new agreements have
9 been added to Part 4; student internship agreements and open educational resource
10 agreements. The intellectual property coordinator language is being deleted since the policy is
11 now 17 years old and the policy champion role of the coordinators has been fulfilled. Language
12 requiring the review of contracts involving intellectual property is being added to help ensure
13 compliance with Minn. Stat. 16C.05. The title of Part 5 has been changed to management of
14 intellectual property.
15
16 The proposed amendment was reviewed by the Office of General Counsel, cabinet, then sent
17 out for formal consultation and received support from the presidents, employee representative
18 groups, student associations, and campus leadership groups. All comments received from the
19 consultation were considered.
20
21
22 **RECOMMENDED COMMITTEE MOTION**
23 The committee recommends the Board of Trustees adopt the proposed amendment to Board
24 Policy 3.26 Intellectual Property.
25
26
27 **RECOMMENDED BOARD MOTION**
28 The Board of Trustees adopt the proposed amendment to Board Policy 3.26 Intellectual
29 Property.
30
31
32 *Date Presented to the Board of Trustees:*   *03/18/2020*
33 *Date of Implementation:*   *xx/xx/20*

BOARD POLICY – SECOND READING			
Chapter 3		Chapter Name	Educational Policies
Section 26		Policy Name	Intellectual Property

1   **3.26 Intellectual Property**

2

3   **Part 1. Policy Statement.**
4   The Board of Trustees endeavors to develop and maintain a post-secondary educational system marked by
5   academic excellence. Research and development of original works and inventions that require intellectual
6   property protection are a vital part of the academic community. The ~~B~~board recognizes and acknowledges
7   that ~~system~~ colleges, ~~and~~ universities, and the system office may create or commission the creation of such
8   works on its behalf and incorporates in ~~B~~board policy the traditional commitment to faculty and student
9   ownership in scholarly work.

10

11   **Part 2. Applicability.**
12   This policy applies to colleges, universities, the system office and their respective employees, student
13   employees, and students.

14

15   **Part 3. Definitions.**
16   For the purposes of this ~~P~~policy only, the following definitions apply. ~~words and terms shall have the~~
17   ~~meanings given them:~~

18

19   **~~Subpart A.~~ Agreement.**
20   ~~Agreement when used in this policy means a~~ A signed written contract between or among a corporation ,
21   business, individual(s), and a college, university, or the system office, but does not include ~~mean a~~
22   sponsorship agreements and ~~or a~~ collective bargaining agreements between the ~~B~~board and ~~an~~ exclusive
23   bargaining representatives.

24

25   **~~Subpart B.~~ Collective ~~B~~bargaining ~~A~~agreement.**
26   ~~A collective bargaining agreement means a~~ A negotiated contract between the ~~B~~board and a specific
27   bargaining unit.

28

29   **~~Subpart C.~~ College or ~~U~~university.**
30   ~~College or university, except where specifically defined otherwise, means a system~~ A Minnesota State
31   college or university.

32

33   **~~Subpart D.~~ College, ~~U~~university, or system office ~~R~~resources.**
34   College, university, or system office ~~resources means~~ services and all tangible resources ~~including~~ such as
35   buildings, equipment, facilities, computers, software, personnel, research assistance, and funding.

36

37

38

39 **~~Subpart E. Course Outline.~~**
40 ~~The course outline is the document approved by the college or university curriculum committee and shall~~
41 ~~include the course title, course description, prerequisites, total credits, lecture/lab breakdown, and~~
42 ~~student learning outcomes. (As referenced in Board Policy 3.22 Course Syllabi and Course Outlines)~~
43
44 **~~Subpart F. Course Syllabus.~~**
45 ~~The course syllabus is a document that contains the elements of the corresponding course outline,~~
46 ~~standards for evaluation of student learning, and additional information that reflects the creative work of~~
47 ~~the faculty member. (As referenced in Board Policy 3.22 Course Syllabi)~~
48
49 **~~Subpart G.~~ Creator/Inventor~~.~~**
50 ~~A creator is an~~ The individual or group of individuals who invent, author, discover, or are otherwise
51 responsible for the creation of intellectual property. And inventor refers to the creator of an invention
52 that may be patentable.
53
54 **~~Subpart H.~~ Employee~~.~~**
55 ~~An employee is a~~ Any person employed by the State of Minnesota as defined by the Public Employees
56 Labor Relations Act (PELRA).
57
58 **~~Subpart I.~~ Faculty~~.~~**
59 ~~The term "Faculty" refers to f~~ Full-time and part-time employees performing work in bargaining units 209
60 and 210 and other employees who teach or conduct research with a level of responsibility and self-
61 direction equivalent to that traditionally exercised and enjoyed by instructional unit employees when
62 engaged in similar activities, e.g., the preparation of research articles for peer review journals by
63 Administrative and Service Faculty (ASF) members or graduate students.
64
65 **~~Subpart J.~~ Intellectual ~~P~~property~~.~~**
66 ~~Intellectual property is any~~ Any work of authorship, invention, discovery, or other original creation that
67 may be protected by copyright, patent, trademark, or other category of law.
68
69 **~~Subpart K.~~ Intellectual ~~P~~property ~~R~~rights~~.~~**
70 ~~Intellectual Property Rights means a~~ All the protections afforded the owner or owners of an original work
71 under law, including all rights associated with patent, copyright, and trademark registration.
72
73 **~~Subpart L.~~ Jointly ~~C~~created ~~W~~work~~.~~**
74 ~~A jointly created work is one where two or more creators contribute to the work and intend that it result~~
75 ~~in a unified, single work.~~ A work prepared by two or more individuals who intend their separate
76 contributions be merged into a single work.
77
78 **~~Subpart M.~~ Minnesota State ~~Colleges and Universities System~~.**
79 The public higher education system established at Minnesota Statutes Chapter 136F. ~~The system~~
80 Minnesota State includes the Board of Trustees, ~~the~~ office of the chancellor, system office, ~~the state~~
81 colleges and universities, and any part or combination thereof.
82
83 **~~Subpart N.~~ System ~~O~~office~~.~~**
84 ~~System office means the~~ The central administrative office under the direction and supervision of the
85 chancellor ~~and~~ which is part of ~~the~~ Minnesota State ~~Colleges and Universities~~ system.
86
87
88

89	**Subpart O.** **Sponsor**.
90	A sponsor is a A person, private sector company, organization, or governmental entity, other than the
91	system Minnesota State, that provides funding, equipment, or other support for a college, university, or
92	the system office to carry out a specified project in research, training, or public service.
93	
94	**Subpart P.** **Sponsorship Aagreement**.
95	A sponsorship agreement is a A written agreement between the sponsor and a college, university, and/or
96	the system office and that may include other parties including such as the creator of the work.
97	
98	**Subpart Q**. **Student**.
99	A student is an individual who was or is An individual enrolled in a class or program at any system a
100	Minnesota State college or university at the time the intellectual property was created.
101	
102	**Subpart R.** **Student Eemployee**.
103	A student employee is a A student who is paid by any system college, university, or the system office for
104	services performed. Graduate assistants and work-study students are student-employees. For graduate
105	students who teach, see Faculty definition. in Subpart I.
106	
107	**Subpart S.** **Substantial Uuse of Rresources**.
108	Substantial use exists when resources are provided beyond the normal professional, technology, and
109	technical support supplied by the college, university, and/or system office to an individual or individuals
110	for development of a project or program.
111	
112	**Subpart T.** **System**.
113	See Minnesota State definition. Colleges and Universities System definition. in Part 3. Definitions,
114	Subpart N of this policy.
115	
116	**Types of Works**
117	
118	**Institutional work**
119	A work made for hire in the course and scope of employment by an employee or by any person with
120	the use of college or university resources, unless the resources were available to the public without
121	charge or the creator had paid the requisite fee to utilize the resources.
122	
123	**Personal work**
124	A work created by an employee outside their scope of employment and without the use of college or
125	university resources other than resources that are available to the public or resources for which the
126	creator has paid the requisite fee to utilize.
127	
128	**Scholarly work**
129	A creation that reflects research, creativity, and/or academic effort. Scholarly works include course
130	syllabi, instructional materials (such as textbooks and course materials), distance learning works,
131	journal articles, research bulletins, lectures, monographs, plays, poems, literary works, works of art
132	(whether pictorial, graphic, sculptural, or other artistic creation), computer software/programs,
133	electronic works, sound recordings, musical compositions, and similar creations.
134	
135	**Student work**
136	A work created by a person in their capacity as a student.
137	
138	

139	**Works made for hire**
140	Works produced by employees within the scope of their employment or specially commissioned
141	works.
142	
143	~~Subpart U. Works Made for Hire.~~
144	~~Works made for hire means all work done by an employee within the scope of his or her employment or~~
145	~~specially commissioned work.~~
146	
147	**Part 4. Ownership of Intellectual Property Rights.**
148	
149	**Subpart A. Basic ~~O~~ownership ~~R~~rights ~~of the Various Types~~ of ~~C~~creative ~~W~~works.**
150	The ownership rights to a creation ~~shall~~ must be determined generally by the provisions in Subpart A
151	~~below~~, but ownership may be modified by an agreement, sponsorship agreement, or other condition
152	described in Part 4, Subpart B or C. ~~Subpart C below~~.
153	
154	1. **Institutional ~~W~~works.** Intellectual property rights in institutional works belong to the college or
155	university. ~~Institutional works are works made for hire in the course and scope of employment~~
156	~~by employees or by any person with the use of college or university resources, unless the~~
157	~~resources were available to the public without charge or the creator had paid the requisite fee to~~
158	~~utilize the resources.~~ A course outline is an institutional work. A college, university or the system
159	office may enter into a written agreement with a non-faculty employee granting the employee
160	ownership of a work that the parties agree is of a scholarly nature as described in Subpart A.2.
161	For the purposes of this policy, scholarly works are not considered institutional works.
162	2. **Scholarly ~~W~~works.** Intellectual property rights in scholarly works belong to the faculty member
163	or student who created the work, unless an agreement, sponsorship agreement, or other
164	condition described in Subpart B or C ~~below~~ provides otherwise. ~~Scholarly works are creations~~
165	~~that reflect research, creativity, and/or academic effort. Scholarly works include course syllabi,~~
166	~~instructional materials (such as textbooks and course materials), distance learning works, journal~~
167	~~articles, research bulletins, lectures, monographs, plays, poems, literary works, works of art~~
168	~~(whether pictorial, graphic, sculptural, or other artistic creation), computer software/programs,~~
169	~~electronic works, sound recordings, musical compositions, and similar creations.~~
170	3. **Personal ~~W~~works.** Intellectual property rights in personal works belong to the creator of the
171	work. A personal work is a ~~work created by an employee or student outside his or her scope of~~
172	~~employment and without the use of college or university resources other than resources that are~~
173	~~available to the public or resources for which the creator has paid the requisite fee to utilize.~~
174	4. **Student ~~W~~works.** ~~a)~~ Intellectual property rights in a student work~~s~~ belong to the student who
175	created the work. ~~b)~~ A ~~creative~~ work created by a student to meet course requirements using
176	college or university resources for which the student has paid tuition and fees to access
177	courses/programs or using resources available to the public, is the property of the student. ~~c)~~ A
178	work created by a student employee during the course and scope of employment is an
179	institutional work and the intellectual property rights ~~to such creation~~ belong to the college or
180	university unless an agreement, sponsorship agreement, internship agreement, or other
181	condition described in Subpart B or C ~~below~~ provides otherwise.
182	
183	**Subpart B. Modification of ~~B~~basic ~~O~~ownership ~~R~~rights.**
184	The general provisions for ownership of intellectual property rights set forth in Subpart A may be
185	modified by ~~the~~ entering into a signed written agreement as provided in this subpart, following
186	collaborative discussion among the affected parties, or through the substantial use of resources.
187	

1. **Sponsorship Aagreement**. The ownership of intellectual property rights in a work created under a sponsorship agreement ~~shall be~~ is determined by the terms of the sponsorship agreement. If the sponsorship agreement is silent on ~~the issue of~~ ownership of intellectual property rights, ownership will be determined under applicable law.

2. **Collaborative Aagreement.** A college, university or the system may participate in projects with persons, corporations, and businesses to meet identified student, citizen, community and industry needs. Ownership rights pursuant to any collaboration ~~shall~~ must be addressed pursuant to this policy.

3. **Specially Commissioned Work Aagreements.** Intellectual property rights to a work specially ordered or commissioned by ~~the~~ a college or university from a faculty member or other employee, and identified ~~by the college or university,~~ as a specially commissioned work at the time the work was commissioned, is a work made for hire and ~~shall~~ belongs to the college or university. The college or university, and the employee shall enter into a written agreement for creation of the specially commissioned work.

4. **Student Internship agreement.** The ownership of intellectual property rights in a work created during a student internship is determined by the terms of the internship agreement. If the agreement is silent on ownership of intellectual property rights, ownership is determined under applicable law.

5. **Open Educational Resource (OER) Agreements.** When colleges, universities, and the system office use OER agreements, authors will retain ownership of the copyright to their works, but agree to share the works through an Open or Creative Commons license.

6. ~~4.~~ **Substantial Use of Resources.** In the event a college, university or the system office provides substantial resources to a faculty member for creation of a work that is not an institutional work created under a sponsorship agreement, individual agreement, or special commission, the college university and/or the system office and the creator shall own the intellectual property rights jointly in proportion to the respective contributions made. Use of resources is considered substantial when the additional support received is beyond the normal support level made available by a college, university and/or the system office to the individual in ~~his or her~~ their position.

Subpart C. Other ownership factors~~.~~

1. **Collective Bbargaining Aagreement.** In the event the provisions of this Ppolicy and the provisions of any effective collective bargaining agreement conflict, the collective bargaining agreement ~~shall~~ must take precedence.

2. **Jointly Ccreated Wworks.** Ownership of jointly created works ~~shall be~~ is determined by separately assessing which of the above categories applies to each creator, respectively. Jointly created works involving the contributions of students and/or student employees must be assessed considering ~~this and other~~ all relevant categories of ownership rights as set forth above.

3. **Sabbatical Wworks.** Intellectual property created during a sabbatical is defined as a scholarly work. Typical sabbatical plans do not require the use of substantial college/university resources as defined in Part 2~~. Subpart S.~~ of this policy. If the work created as part of an approved sabbatical plan requires resources beyond those normal for a sabbatical, the parties may enter into one of the applicable arrangements ~~as~~ set forth in Part 4~~,~~. Subparts B~~. and~~ or C. ~~of this policy.~~

4. **~~System~~Minnesota State, Ccollege or Uuniversity Nname.** Intellectual property rights associated with Minnesota State's ~~the system's~~ identity, the identities of its colleges and universities, logos, and other indices of identity belong to the respective entity. Such rights may be licensed pursuant to reasonable terms and conditions approved by the Cchancellor, presidents or their

238   designees, respectively. ~~System~~ Minnesota State employees may identify themselves with such
239   title of their position as is usual and customary in the academic community; but any user of the
240   ~~system's~~ Minnesota State's or a college's or university's name, logo, or indicia of identity shall
241   take reasonable steps to avoid any confusing, misleading, or false impression of particular
242   sponsorship or endorsement by the system, its colleges or universities. When necessary, specific
243   disclaimers ~~shall~~ must be included.

244   5. **Works ~~O~~owned ~~J~~jointly by ~~C~~colleges, ~~U~~universities and the system.** Colleges, universities and
245   system ownership interests in jointly owned intellectual property ~~shall~~ must be determined by
246   the relative contributions made by each contributor - unless otherwise provided in a written
247   agreement. The ownership interests may be expressed in percentages of ownership or an
248   unbundling of the rights associated with the work, whatever the parties agree to. This paragraph
249   applies only to allocation of ownership interests among a college, university or Minnesota State
250   ~~the system~~. The ownership of any other joint owner ~~shall~~ must be determined in accordance
251   with applicable policy, collective bargaining agreement, or personnel plan provisions, or as
252   negotiated among the parties.

253   6. **Equitable ~~D~~distributions.** In any instance in which Minnesota State ~~the system~~ and/or its
254   colleges or universities execute an agreement with an individual, corporation, business, or other
255   entity for economic gain using intellectual property in which the colleges, universities, or the
256   Minnesota State ~~system~~ has an ownership interest, the colleges, universities or the system ~~shall~~
257   must receive an equitable distribution. The proceeds of the equitable distribution ~~shall~~ must be
258   shared among the creators of the work as determined by agreement in accordance with this
259   policy.
260
261 **Part 5. ~~Coordination Function.~~ Management of Intellectual Property**
262
263   **Subpart A. Record-keeping**
264   Each college and university shall maintain a record-keeping system to manage the development and use
265   of its intellectual property.
266
267   **Subpart B. Contracts involving intellectual property**
268   College, university, and system office contracts involving intellectual property must be reviewed by the
269   Office of General Counsel or Attorney General's Office before signing, unless the contract is one of the
270   Minnesota State approved contract templates.
271
272   ~~**Subpart A. Appointment of Coordinator.**~~
273   ~~The president or Cchancellor, or his/her designee at each college, university, or system office shall~~
274   ~~appoint an employee to be the local Intellectual Property Coordinator. The coordinator has responsibility~~
275   ~~to administer provisions of this policy to include dissemination of the college or university's procedures~~
276   ~~regarding implementation of Policy 3.26 Intellectual Property and Policy 3.27 Copyrights and any related~~
277   ~~procedures.~~
278
279   ~~**Subpart B. Record-Keeping.**~~
280   ~~Each college and university shall establish a record-keeping system to monitor the development and use~~
281   ~~of its intellectual property. Any questions relating to the applicability of this policy should be directed to~~
282   ~~the Intellectual Property Coordinator.~~
283
284   ~~**Subpart C. Conflicts of Interest and Ethics.**~~
285   ~~System employees are responsible for adhering to all legal and ethical requirements in accordance with~~
286   ~~State law, Board Policy and system procedure.~~
287

288   **Part 6. Preservation of Intellectual Property Rights.**

290   **Subpart A. Protection of ~~R~~rights.**
291   A college, university, or the system office shall undertake such efforts, as it deems necessary to preserve
292   its rights in original works when it is a sole or joint owner of the intellectual property rights. A college,
293   university, or the system office may apply for a patent, trademark registration, copyright registration, or
294   other protection available by law on any new work in which the college, university, or the system office
295   maintains intellectual property rights.

297   **Subpart B. Payment of ~~C~~costs.**
298   A college, university, or the system office may pay some or all costs required for obtaining a patent,
299   trademark, copyright, or other classification on original works for which the college, university or the
300   system office owns or jointly owns the intellectual property rights. If a college, university, or the system
301   office has intellectual property rights in a jointly owned work, the college, university, or the system office
302   may enter into an agreement with joint owners relating to the payment of such costs.

304   **Part 7. Commercialization of Intellectual Property.**

306   **Subpart A. Right of ~~C~~commercialization.**
307   The college, university, or the system office that owns or has shared intellectual property rights to a work
308   may commercialize the work using its own resources or may enter into agreements with others to
309   commercialize the work as authorized by law. Upon request of a creator who retains intellectual
310   property rights in a work, the college, university, or the system office shall advise the creator of progress
311   in commercializing the work.

313   **Subpart B. Sharing of ~~P~~proceeds.**
314   An employee who creates a work and retains an intellectual property interest in such work in which the
315   college, university, or system office maintains intellectual property rights is entitled to share in royalties,
316   licenses, and any other payments from commercialization of the work in accordance with applicable
317   collective bargaining agreements, individual agreements, and applicable laws. All expenses incurred by
318   the college, ~~or~~ university, or the system office in protecting and promoting the work, including costs
319   incurred in seeking patent or copyright protection and reasonable costs of marketing the work, ~~shall~~
320   must be deducted and reimbursed to the college, university, or the system office before the creator is
321   entitled to share in the proceeds.

323   If a college, university, or the system office decides not to pursue patent or copyright protection in a
324   jointly owned work and the creator/inventor decides to pursue such protection, all expenses incurred by
325   the creator/inventor in protecting and promoting the work including costs incurred in seeking patent or
326   copyright protection and reasonable costs of marketing the work, ~~shall~~ must be deducted and
327   reimbursed to the creator/inventor before the college, university, or the system office is entitled to share
328   in the proceeds.

330   Net proceeds generated from the commercialization of works owned jointly by colleges, universities, or
331   the system office (not creators/inventors) will be distributed in accord with the terms of a written
332   agreement, or absent an agreement, in amounts equal to the relative contributions made by the
333   colleges, universities, or the system office.

335   **Subpart C. Intellectual ~~P~~property ~~A~~account.** Each college, university, and the system office shall deposit
336   all net proceeds from commercialization of intellectual property in its own general intellectual property
337   account. The ~~P~~president/~~C~~chancellor (or designee) may use the account to reimburse expenses related

338   to creating or preserving the intellectual property rights of the college, university, or system office or for
339   any other purpose authorized by law and ~~B~~board policy, including the development of intellectual
340   property.
341

342   **Subpart D. Trademarks~~.~~**
343   Income earned from the licensing of college, university, or system trademarks and logos is not subject to
344   the requirements of Subpart C for distribution of funds.
345

346 **Part 8. Assignment of Rights~~.~~**
347

348   **Subpart A. College, ~~U~~university or ~~S~~system ~~O~~office ~~A~~assignment~~.~~**
349   A college, university, or the system office may assign all or a portion of its rights in a work to the creator,
350   corporation, business, or to any other person in accordance with the law and when in the best interests
351   of the college, university, or the system. As a condition of the assignment, the college, university, or the
352   system office, may preserve rights, such as a royalty-free, perpetual, irrevocable, non-exclusive license to
353   use and copy the work in accordance with the preservation and the right to share in any proceeds from
354   commercialization of the work.
355

356   **Subpart B. Creator ~~A~~assignment~~.~~**
357   Any person may agree to assign some or all of ~~his or her~~ their intellectual property rights to the college,
358   university, or system. The creator may preserve any rights available to the creator as part of the
359   assignment.
360

361   **Subpart C. Assignment in ~~W~~writing~~.~~**
362   Any assignment of intellectual property rights ~~shall~~ must be in writing and signed by the assignor and
363   assignee.
364

365 **Part 9. Dispute Resolution Process~~.~~**
366 The system office may develop procedures to resolve disputes relating to this policy.
367

368 ~~**Part 10. Notification of Policy.**~~
369 ~~The Intellectual Property Coordinator at each college, university, and the system office shall provide a copy of~~
370 ~~this Intellectual Property Policy and any other forms developed to implement this Policy to persons upon~~
371 ~~request. The college, university, or system office shall arrange training on a periodic basis for faculty, staff~~
372 ~~and/or other persons who are covered by this Intellectual Property Policy.~~

Related Documents:
- Board Policy 3.22 Course Syllabi and Course Outlines
- Board Policy 3.27 Copyrights
- System Procedure 3.22.1 Course Syllabi and Course Outlines
- System Procedure 3.26.1 Patent Inquiry Procedures
- Finance Contract Templates

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 Statutes 136F Minnesota State Colleges and Universities
- Minnesota Statutes 16C.05 Contract Management; Validity and Review

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Policy History:

Date of Adoption: *6/19/02*
Date of Implementation: *1/01/03*
Date of Last Review: *xx/xx/20*

Date & Subject of Amendments:

XX/XX/20 – Reorganized the types of works in the Part 2 Definition section, added student internship agreements and open educational resource agreements in Part 4, Subpart B, 4 & 5; deleted the intellectual property coordinator language in Parts 5 and 10; added language on system legal counsel's review of contracts involving intellectual property in Part 5, Subpart B; changed Part 5 into the management of intellectual property, and made general technical edits throughout the policy.

11/16/11 - Effective 1/1/12, the Board of Trustees amends all board policies to change the term "Office of the Chancellor" to "system office," and to make necessary related grammatical changes.

06/16/10 - Amended Part 3, Subpart G to include Inventors. Added Subpart I, Faculty, Subpart T, System and Subpart U, Works Made for Hire. Delete Subpart N, Professional Staff. Amended Part 4, Subpart A1 to allow a written agreement with a non-faculty member. Amended Subpart A3 to delete Encoded Works. Amended Subpart B to allow modification of Basic Ownership Rights through a written agreement. Deleted Subpart B3, Equity Distributions, and Subpart 6, Certain Encoded Works. Amended Subpart B4 to define substantial resources. Added Subpart 5, Works Owned Jointly by Colleges, Universities, and the System, and Subpart 6, Equitable Distributions. Amended Part 7, Subpart B to include language regarding patents or copyright protections that are not pursued, and distributions of net proceeds generated from the commercialization. Other minor amendments throughout the entire policy.

No additional HISTORY

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

Name: Academic and Student Affairs Committee   **Date:** March 18, 2020

Title: Approval of Mission Statement: Riverland Community College

Purpose (check one):

☐ Proposed New Policy or Amendment to Existing Policy	■ Approvals Required by Policy	☐ Other Approvals
☐ Monitoring / Compliance	☐ Information	

Brief Description:

> The mission of Riverland Community College is being presented for Board approval. The mission 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
Adenuga Atewologun, President, Riverland Community College

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BOARD ACTION ITEM

APPROVAL OF MISSION STATEMENT: RIVERLAND COMMUNITY COLLEGE

</div>

BACKGROUND

The revised mission statement of Riverland Community 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.

Riverland Community College, a proud member of the Minnesota State system, serves approximately 10,000 students annually through credit and non-credit courses. Of the nearly 4800 credit students, 43 percent are first generation and 21 percent are students of color. Its academic excellence is guaranteed through accreditation by the Higher Learning Commission North Central Association of Colleges and Schools.

With three campuses in Albert Lea, Austin and Owatonna, all located along the busy I-90 and I-35 corridors in southern Minnesota, Riverland offers associate degrees in more than 50 career programs, liberal arts and sciences and transfer pathways for those pursuing advanced degrees. In fact, Riverland continues to establish a growing list of agreements with a variety of public and private universities that enables students' seamless transfer into baccalaureate programs without adding extra credits or repeat coursework.

Many of its career programs have received specialized accreditation. This accreditation ensures that the curricula and qualifications of the program in a specific field are aligned with national industry standards.

Riverland shares rich relationships with business leaders, governmental agencies and entrepreneurs to provide innovative solutions for economic growth, workforce development and healthful living. These relationships help assure Riverland students receive a relevant education that means the difference between working at a job and enjoying a rewarding career. As a college, it will constantly leverage people and financial resources to meet the higher educational needs of the region's populations.

In addition, Riverland's online courses and support services allow students access to courses across the globe. Since 1999, Riverland online education has grown. Currently, nearly 460 Riverland courses are offered either entirely or partially online. Numerous certificates, diplomas and degrees can be completed entirely online in the program areas of accounting, business,

computer technology, supervisory management and liberal arts and sciences. Nearly 3,000 Riverland students are receiving education online.

Riverland prides itself on student-centered education with small class sizes, personal instruction and hands-on learning. Its support services help students improve study skills, locate resources, resolve personal issues, make strong career decisions, pay for college, or arrange the details of a smooth college transfer. All services are offered in person or online.

Students enjoy a rich college experience through a wide array of student life activities. Opportunities in theatre, music, clubs, intercollegiate sports, and student government provide an easy way to meet new friends, share talents, and develop leadership skills.

Student Enrollment and Demographics
- Total number of students served: 4,387
- Full-time students: 41%
- Part-time students: 59%
- Percent female: 56%
- Percent male: 44%
- Percent students of color: 21%
- Percent of first-generation students: 43%

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:
   Riverland Community College inspires personal success through education.

Proposed Mission Statement:
   Riverland Community College transforms lives through excellence in service, education, and career training.

Current Vision Statement:
   Achieve Best in Class status in programs through excellence in teaching, scholarship and service.

Proposed Vision Statement:
   Riverland Community College will offer the best opportunity for every enrolled student to attain academic and career goals in an ever-changing world.

Current Values Statement:
   Cultivating student growth through service, innovation, and respect.

Proposed Values Statement:
   Riverland Community College cultivates student growth through service, collaboration, innovation, and respect.

Other Statement (Heart of Riverland):
Riverland Community College is dedicated to our students, our mission and our communities.

Proposed Other Statement (Heart of Riverland):
Riverland Community College is dedicated to our employees, our students, and our region.

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 new mission, vision and value indicate a stronger emphasis on considering and meeting the full range of student needs ("service") and expectations (excellent "education and career training").

   Focus was given to emphasize the demographics of the region and aligning it with the system's focus to eliminate the achievement gaps in the state by 2030. Riverland wants its students to "transform" their lives through a Riverland education and career training.

   Behind the proposed statements lie four pillars that make up Riverland's strategic framework. These are:
   1) Outreach (potential students, community and industry partners, and delivery methods).
   2) Resources (the financial and facility needs that will help it achieve its mission).
   3) Program (what current and future programming needs will help it best serve the region, the career needs and training for the "ever changing world").
   4) People (what focus will its employees need to serve the changing needs of students that will transform lives, provide necessary services, education and career training.)

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

   Riverland Community College does not believe that the new mission, vision, and values change the institutional mission of the college, but instead they state more clearly a commitment to ensure access to an extraordinary education for all Minnesotans in harmony with legislative statutes. The four strategic objectives (pillars) require strengthening Riverland's relationships with other institutions of higher learning and creating new or nurturing existing partnerships with community organizations and employers -
   1) broadens it using an equity lens to be more inclusive of all students
   2) integrates the importance of career education and academic education to be more comprehensive
   3) focuses on service to include both service to the student during their academic journey and their service to the community
   4) strengthens the importance of community, industry, K12, and academic partnerships
   5) Focuses on student success outcomes

3. The array of awards it offers;

    Riverland Community College offers certificates, diplomas, and AAS, AA and AS degrees. (See attached).

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

    The new mission statement complies with all requirements and does not change the institutional mission. Instead, it focuses on equity and inclusion of all students and the preferred outcomes of those enrolled.

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

    The proposed statements emerged from the work of the strategic planning leadership group during its full-day retreat in October 2019, additional planning work and discussion by the Riverland President and his Cabinet, and student and community feedback sessions in each of the three communities with a Riverland campus (Austin, Albert Lea, and Owatonna). During this process, those involved worked with an outside facilitator and Consultant, Jessie Saul, PhD, the president and CEO of North American Research and Analysis, Inc.

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 Riverland Community College.

RECOMMENDED MOTION
The Board of Trustees approves the mission statement of Riverland Community College.

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee   **Date:** March 18, 2020

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

Purpose (check one):

☐ Proposed New Policy or Amendment to Existing Policy

☐ Approvals Required by Policy

☐ Other Approvals

☐ Monitoring / Compliance

☑ Information

Brief Description:

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

Scheduled Presenter(s):

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Michael Berndt, Interim President, Dakota County Technical College and Inver Hills
          Community College
Robbyn Wacker, President, St. Cloud State University
Gregg Raisanen, Alexandria Technical and Community College
Paul Shepherd, System Director for Student Development and Success

INFORMATION ITEM
EQUITY IN ACTION: UNDERSTANDING AND ADDRESSING LOCAL AND REGIONAL STUDENT NEEDS

BACKGROUND

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

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

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

THE **hope** CENTER

For **College, Community,** and **Justice**

HOPE4COLLEGE.COM

Minnesota State Colleges and Universities #RealCollege Survey Report

March 2020

Executive Summary

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

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

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

- 37% of respondents were food insecure in the prior 30 days

- 48% of respondents were housing insecure in the previous year

- 18% of respondents were homeless in the previous year

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

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

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

Introduction

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

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

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

1. Boosts academic performance, helping the institution and its students retain federal financial aid. It also promotes retention and degree completion, helping the institution generate more tuition dollars and improving outcomes about which legislators care.

2. Reduces the barriers that returning adults face, boosting enrollment.

3. Makes the jobs of faculty and staff easier, as students are more able to focus on learning.

4. Creates bridges between the institution and community organizations, bringing new relationships and resources to bear. It also creates a productive opportunity for the private sector to engage with the institution to help create the graduates that everyone wants to hire.

5. Generates new philanthropic giving and create opportunities to engage alumni who do not have much but will happily contribute to emergency aid.

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

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

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

2019 Findings Overview

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

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

THE DATA

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

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

Two-year colleges
- Alexandria Technical & Community College (2019)
- Anoka Technical College (2019)
- Anoka-Ramsey Community College (2019)
- Central Lakes College Brainerd (2019)
- Central Lakes College Staples (2019)
- Dakota County Technical College (2019)
- Fond du Lac Tribal and Community College (2019)
- Hennepin Technical College (2018)
- Hibbing Community College (2019)
- Inver Hills Community College (2018)
- Itasca Community College (2019)
- Mesabi Range College (2019)
- Minneapolis Community and Technical College (2019)
- Minnesota State College Southeast (2019)
- Minnesota State Community and Technical College (2018 & 2019)

- Normandale Community College (2018)
- North Hennepin Community College (2018)
- Northland Community and Technical College (2019)
- Northwest Technical College (2019)
- Rainy River Community College (2019)
- Ridgewater College (2019)
- Riverland Community College (2019)
- Rochester Community & Technical College (2019)
- Saint Paul College (2019)
- St. Cloud Technical and Community College (2018 & 2019)

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

# SECTION 1:
Prevalence of Basic Needs Insecurity

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

FOOD INSECURITY

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

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

FIGURE 1. Food Security Among Minnesota Survey Respondents
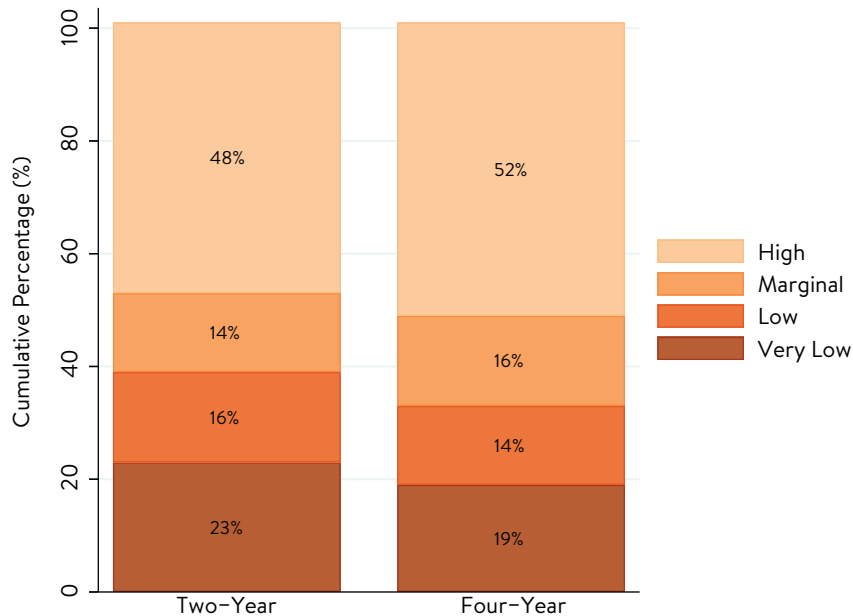
Source: 2018 & 2019 #RealCollege surveys

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

FIGURE 2. Food Security Among Minnesota Survey Respondents

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

Source: 2019 #RealCollege Survey

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

HOUSING INSECURITY AND HOMELESSNESS

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

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

FIGURE 3. Housing Insecurity Among Minnesota Survey Respondents

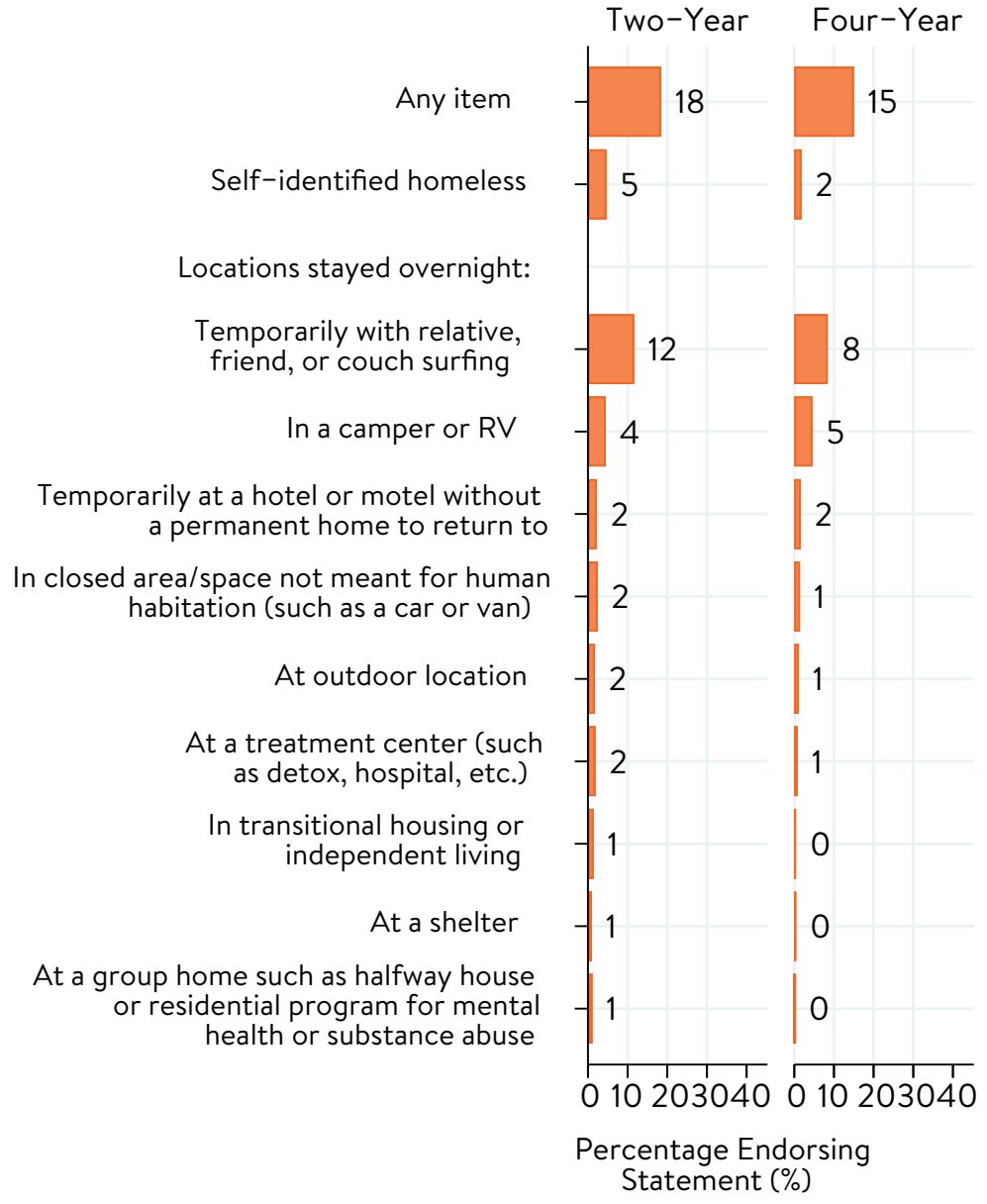| Two-Year		Four-Year
49%	Any item	43%
19%	Had a rent or mortgage increase that made it difficult to pay	18%
19%	Did not pay full amount of rent or mortgage	15%
20%	Did not pay full amount of utilities	13%
16%	Had an account default or go into collections	11%
16%	Moved in with people due to financial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

Source: 2018 & 2019 #RealCollege surveys

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

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

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

FIGURE 4. Homelessness Among Minnesota Survey Respondents

	Two-Year	Four-Year
Any item	18	15
Self-identified homeless	5	2
Locations stayed overnight:		
Temporarily with relative, friend, or couch surfing	12	8
In a camper or RV	4	5
Temporarily at a hotel or motel without a permanent home to return to	2	2
In closed area/space not meant for human habitation (such as a car or van)	2	1
At outdoor location	2	1
At a treatment center (such as detox, hospital, etc.)	2	1
In transitional housing or independent living	1	0
At a shelter	1	0
At a group home such as halfway house or residential program for mental health or substance abuse	1	0

Percentage Endorsing Statement (%)

Source: 2018 & 2019 #RealCollege surveys

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

OVERLAPPING CHALLENGES

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

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

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

Source: 2018 & 2019 #RealCollege surveys

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

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VARIATION BY INSTITUTION

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

FIGURE 6. Variation in Institutional Rates of Food Insecurity, Housing Insecurity, and Homelessness Among Minnesota State Colleges and Universities
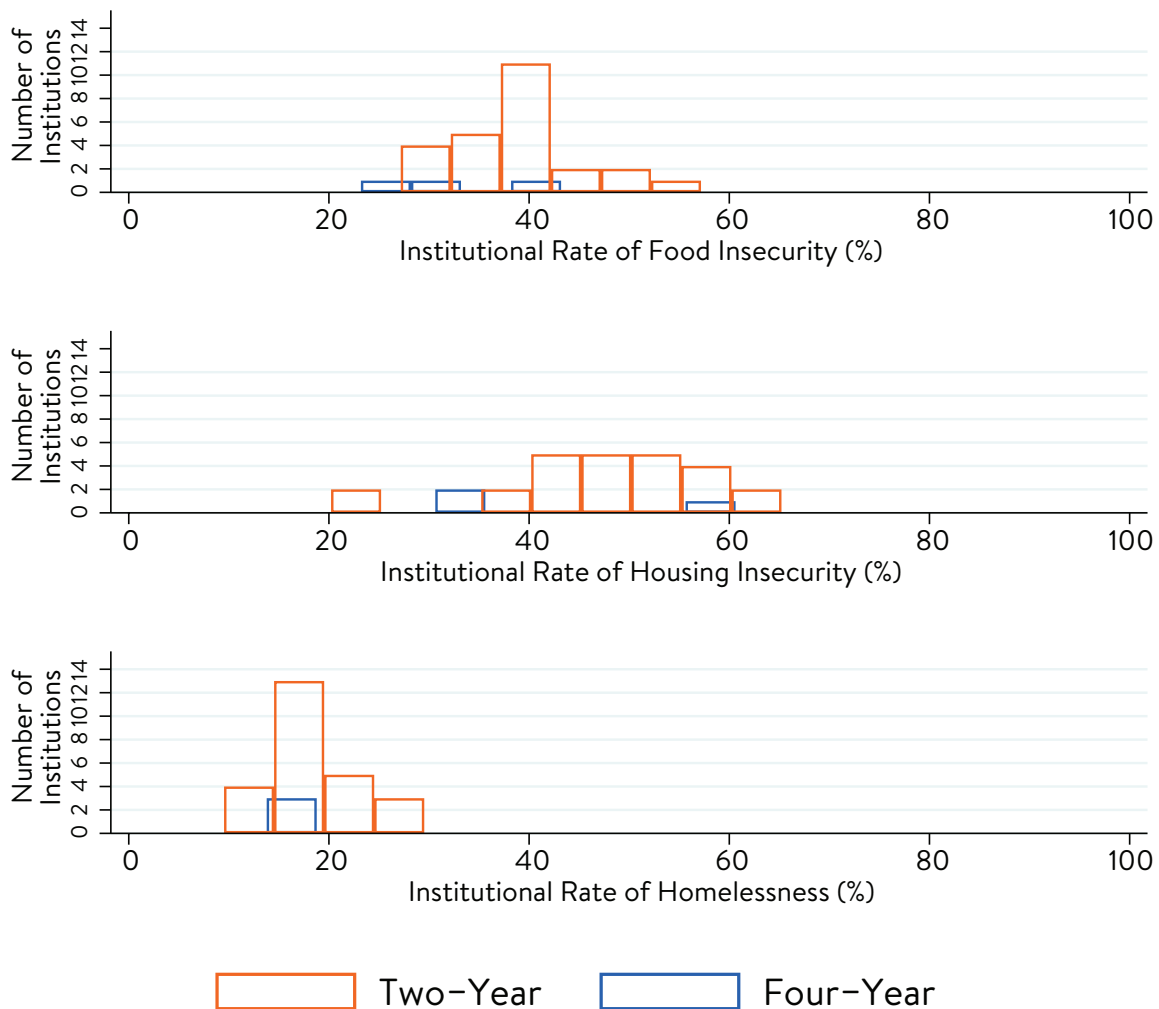
Source: 2018 & 2019 #RealCollege surveys

Notes: For more details on institutional rates shown in the figure above, refer to the web appendices.

SECTION 2:
Disparities in Basic Needs Insecurity

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

For more on demographic disparities and additional tables with information on survey participants, refer to the web appendices.

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

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

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

Source: 2019 #RealCollege Survey

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

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

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

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

Source: 2019 #RealCollege Survey

Notes: The "Number of Students" column indicates the number of survey respondents to our measure of homelessness. The number of survey respondents for our measures of food insecurity and housing insecurity may vary slightly. For more details on how each measure of basic needs insecurity was constructed, see web appendices.
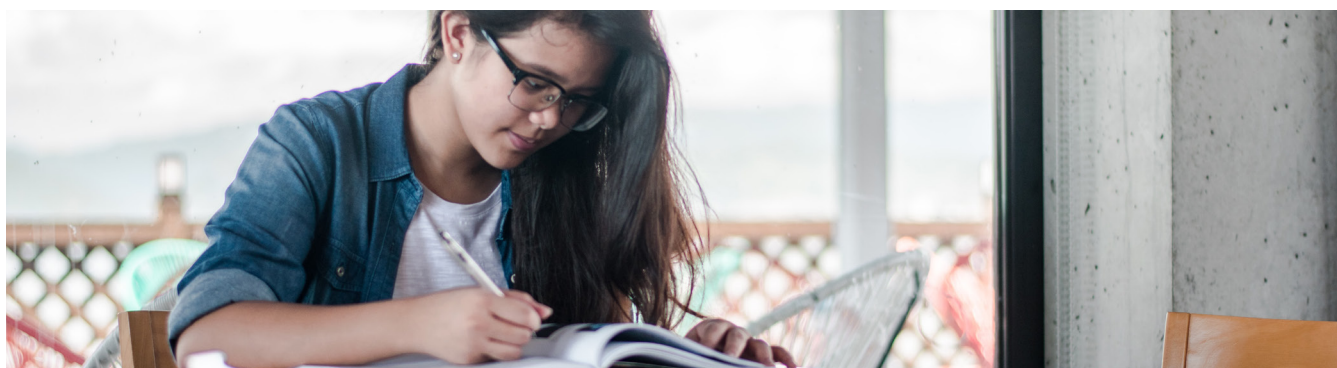
Students' basic needs insecurity varies with respect to their gender identity and sexual orientation (Table 3). Food insecurity and housing insecurity are lowest for male students; non-binary and transgender students have the highest rates of food and housing insecurity as well as homelessness.

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

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

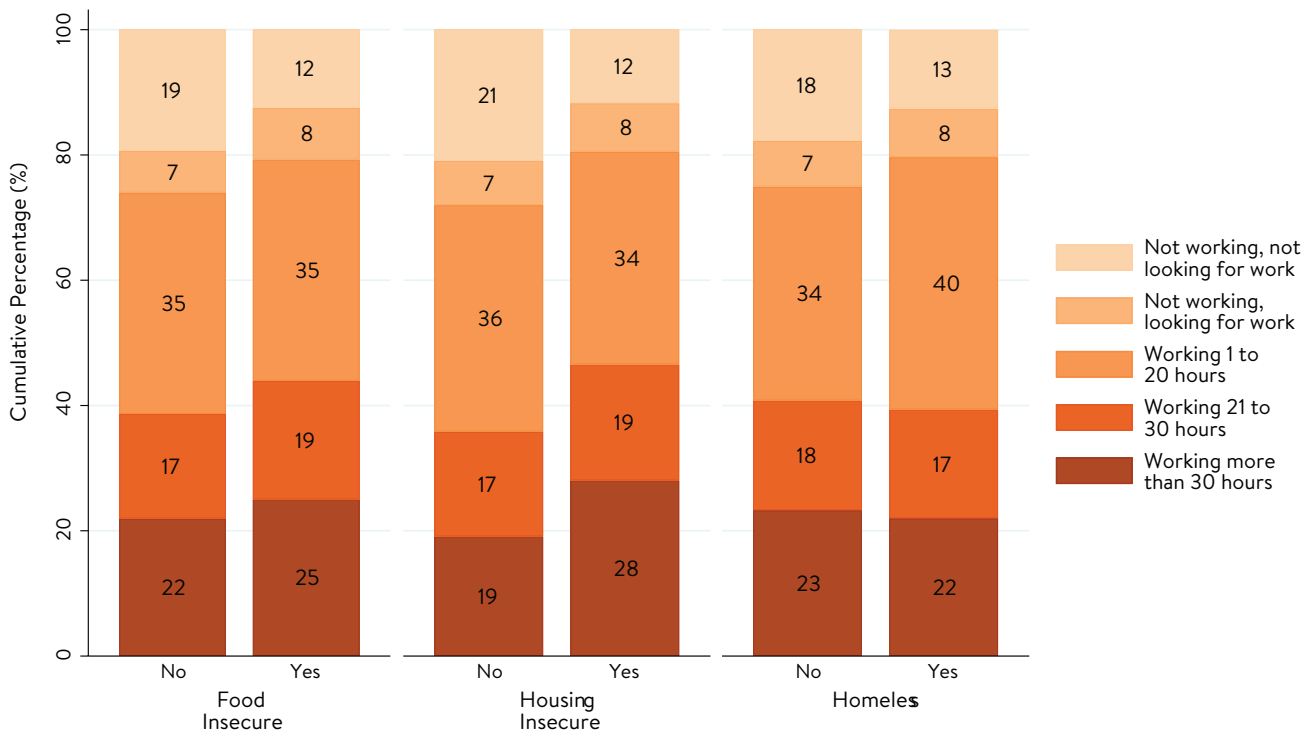Source: 2019 #RealCollege Survey

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

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

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

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

Source: 2019 #RealCollege Survey

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

SECTION 3:
Employment and Academic Performance

Students who experience basic needs insecurity are overwhelmingly active participants in the labor force. The majority (80%) of students who experience food insecurity, housing insecurity, and homelessness are employed (Figure 7). Among working students, those who experience basic food or housing insecurity often work more hours than other students.
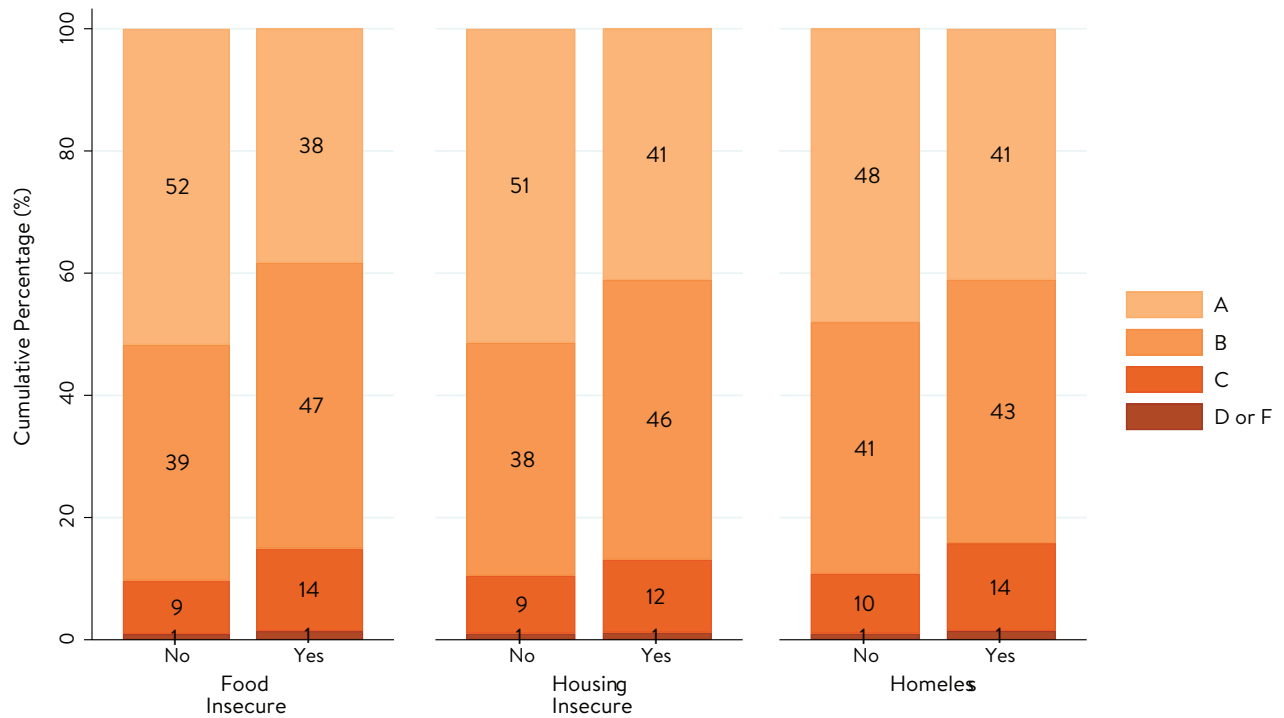
FIGURE 7. Employment Behavior by Basic Need Insecurity Status Among Minnesota Survey Respondents

Source: 2019 #RealCollege Survey

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

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

Source: 2019 #RealCollege Survey

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

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SECTION 4:
Utilization of Supports

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

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

Percentage Utilizing Assistance (%)

Legend: Food Insecure — Housing Insecure — Homeless — Secure
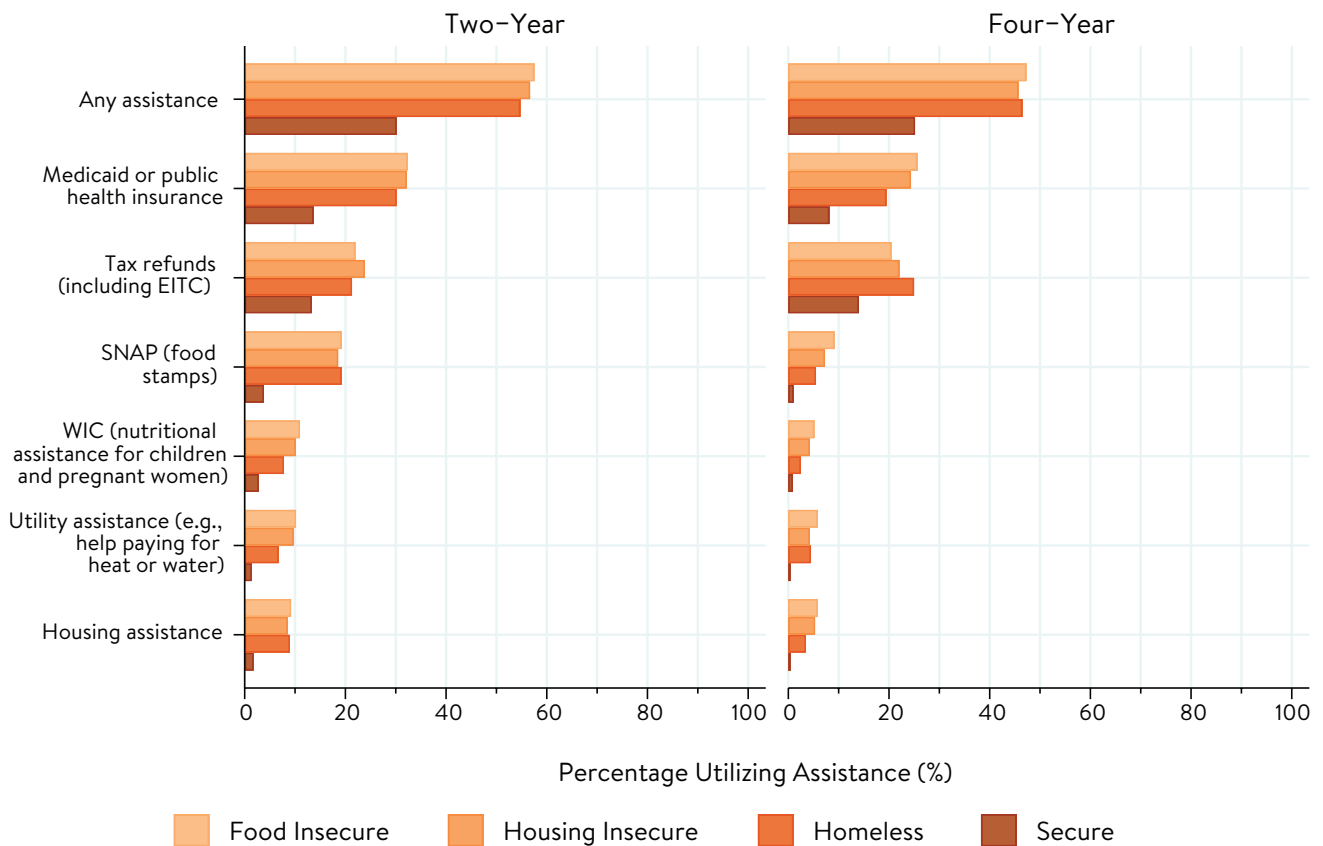
Source: 2019 #RealCollege Survey

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

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

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

Percentage Utilizing Supports (%)

■ Food Insecure ■ Housing Insecure ■ Homeless ■ Secure
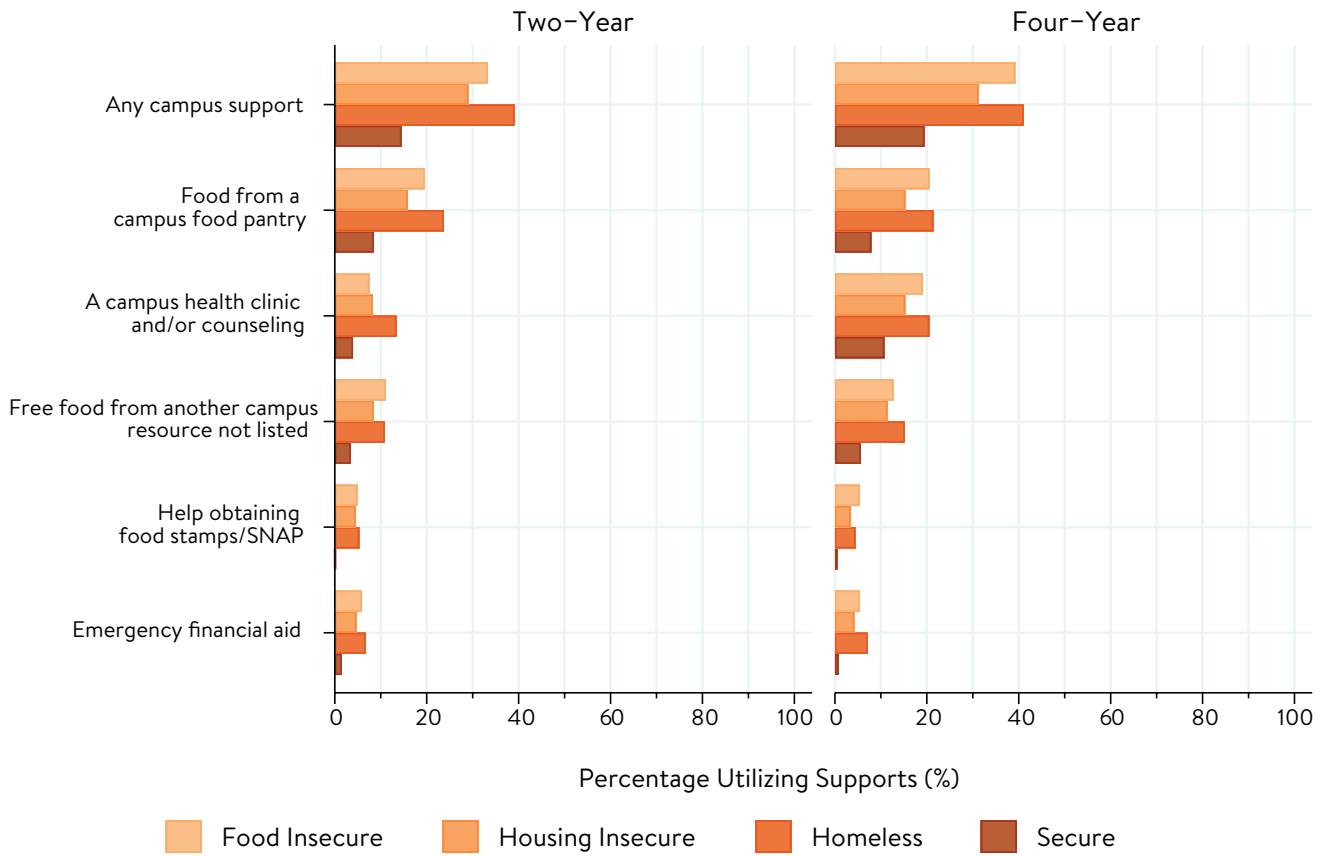
Source: 2019 #RealCollege Survey

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

SECTION 5:
Conclusion and Recommendations

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

1. Assess the landscape of existing supports on campus, including food pantries, emergency aid programs, access to public benefits, and case managers. The Hope Center recommends paying close attention to the approaches to outreach, the requirements for eligibility, the data collected on numbers served, and the capacity (dollars, staffing, hours, etc.) of these efforts. Please see the Hope Center's survey of campus food pantries for an example.[9]

2. Encourage faculty to add a basic needs security statement to their syllabus in order to inform themselves and their students of supports. Minnesota State colleges and universities also provides examples.

3. Continue to expand public benefits access for students, reducing administrative burden on students wherever possible.

4. Create a centralized basic needs website listing available supports, including:
   - How to access public benefits

   - How to reduce the cost of utilities

   - How to secure emergency aid

   - Where to find free food

   - Who to call if more comprehensive support is needed

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5. Consider centralizing fundraising for and distribution of emergency aid across institutions, increasing efficiency and effectiveness and relieving campuses of unnecessary burdens. Many institutional emergency aid programs are relatively small and inadequately implemented. Common problems include:

    -   A lack of a student-friendly application process that minimizes hassles for both students and their colleges

    -   Limited staff capacity and resources to do effective outreach, and challenges moving from selection of emergency aid to distribution of emergency aid quickly

    -   Difficulty selecting recipients in an equitable and efficient manner while recognizing the implicit bias compromising interactions with students

    -   Difficulty navigating the conditions Title IV places on emergency aid

    -   Struggles maintaining strong positive relationships with students while necessarily having to say no to many requests

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

-   An annual national conference focused on inspiration, education, and action

-   An assessment of your campus supports for basic needs security

-   Guides and Tools including how to assess basic needs on campus, a Beyond the Food Pantry series, and a digest of existing research on basic needs insecurity from around the country

-   Evaluations of food and housing support programs

The Hope Center thanks LeadMN and the Minnesota State system for making this report possible.

Notes and References

[1] Baker-Smith, C., Coca, V., Goldrick-Rab, S., Looker, E., Richardson, B., & Williams, T. (2020). *#RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity.* The Hope Center for College, Community, and Justice.

[2] U.S. Government Accountability Office. (2018). *Food insecurity: Better information could help eligible college students access federal food assistance benefits.* (GAO Publication No. 19–95) Washington, D.C.

[3] Brown McNair, T., Albertine, S., Asha Cooper, M., McDonald, N., & Major, T., Jr. (2016). *Becoming a student-ready college: A new culture of leadership for student success.* San Francisco: Jossey-Bass.

[4] U.S. Department of Agriculture, Economic Research Service. (2012). *U.S. adult food security survey module: Three-stage design, with screeners.*

[5] *The McKinney-Vento Homeless Assistance Act of 1987.* Pub. L. No. 100–77, 101 Stat. 482 (1987).

[6] Meltzer, A., Quintero, D., & Valant, J. (2019). *Better serving the needs of America's homeless students.* Brookings Institution.

[7] Wood, J. L., & Harris, F. (2018). *Experiences with "acute" food insecurity among college students.* Educational Researcher, 47(2), 142–145; Goldrick-Rab, S., Baker-Smith, C., Coca, V., Looker, E., & Williams, T. (2019). *College and university basic needs insecurity: A national #RealCollege survey report.* The Hope Center for College, Community, and Justice; Crutchfield, R. & Maguire, J. (2018). *Study of student basic needs.* Humboldt State University, Arcata, California.

[8] One of the many reasons students do not take advantage of available assistance is the social stigma that accompanies such aid. See King, J. A. (2017). *Food insecurity among college students— Exploring the predictors of food assistance resource use (Unpublished doctoral dissertation)*. Kent State University, Kent, Ohio; Allen, C. C. & Alleman, N. F. (2019). *A private struggle at a private institution: Effects of student hunger on social and academic experiences.* Journal of College Student Development, 60(1), 52–69; Henry, L. (2017). *Understanding food insecurity among college students: Experience, motivation, and local solutions.* Annals of Anthropological Practice, 41(1), 6–19; Ambrose, V. K. (2016). *It's like a mountain: The lived experience of homeless college student (Unpublished doctoral dissertation)*. University of Tennessee–Knoxville, Knoxville, Tennessee; Tierney, W. G., Gupton, J. T., & Hallett, R. E. (2008). *Transitions to adulthood for homeless adolescents: Education and public policy.* Los Angeles: Center for Higher Education Policy Analysis, University of Southern California.

[9] Goldrick-Rab, S., Cady, C., & Coca, V. (2018). *Campus food pantries: Insights from a national survey.* The Hope Center for College, Community, and Justice.

March 18, 2020
Academic & Student Affairs

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

Board of Trustees

Framing the Discussion

- How does campus locale impact our work and why is it important to understand those differences?

- How can we best frame our thinking about locale?
  - Urban versus Rural
  - Metro Area versus Greater Minnesota
  - Issue or topic dependent

- How do student and community needs, as well as available resources, differ across locales?

- Why does it matter to the Board?
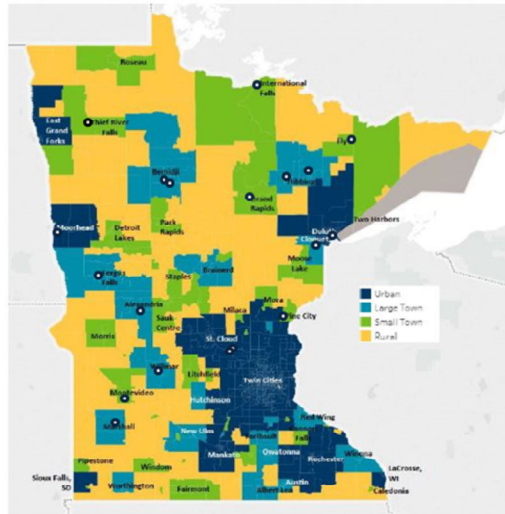
MINNESOTA STATE

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

URBAN: 50,000 residents of more
LARGE TOWN: situated in a micropolitan, with 10,000 to 49,999 residents
SMALL TOWN: 2,500 to 9,999 residents
RURAL: fewer than 2,500 residents

Understanding Key Locale Differences

- More than 7 in 10 Minnesotans live in an urban area

- Racial composition varies by geography type
  - Black and Asian/Pacific Islanders represent a higher proportion of the population in urban areas
  - Hispanic populations equally represented in urban and large town areas
  - The largest share of American Indians reside in rural areas

- Older Minnesotans are more likely to live in non-urban areas

- Largest population growth is forecast in urban areas, with heaviest declines expected in rural and small town areas

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Understanding Key Locale Differences

- While unemployment rates vary across areas, the differences are not salient

- Median earnings are greater in urban areas for both men and women, though median wages for women significantly lag men in all areas of the state

- Poverty rates are highest in rural areas and lowest in urban areas

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Understanding Locale: Student Home Communities

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

Bemidji State University - 180 Miles

St. Cloud Technical and Community Colleg - 40 Miles

Winona State University - 60 Miles

Normandale Community College - 10 Miles
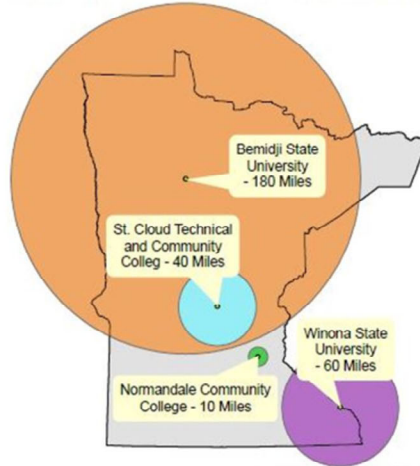
Source: System Office Research, Division of Academic and Student Affairs

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Understanding Key Locale Differences

- Minnesota State students of color and American Indian students are more likely to be enrolled an institution located in an urban area, and comprise a larger percentage of the overall student body in those institutions

- Similar proportions of the student bodies in each geographic area are eligible for a Pell Grant, in contrast to the uneven distribution of poverty across geographic areas writ large

- Students enrolled in urban areas are significantly more likely to be degree seeking

- While online enrollment is significant across all areas, nearly 1/3 of students in small town areas take online courses

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Applying a Heterogeneous Locale Lens to Student Basic Needs

Food

Housing

Mental Health

Transportation

Child Care

Emergency Financial Support

Minnesota State
Equity 2030 Framework

Basic Needs of Minnesota State Students

- 37% of students surveyed experienced food insecurity

- 48% experienced housing insecurity

- 18% experienced homelessness

- Students of color and American Indian students are more likely to have experienced insecurities than white students

- Mental health needs continue to grow and are identified as the number one health issue on campuses

- The number of student parents is increasing, while the availability of on-campus child care is decreasing

- Financial emergencies threaten student persistence on all campuses

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How Minnesota State is Responding

- Expanding assessment of needs and deepening our understanding of students' experiences and life situations

- Establishing infrastructure to support these needs
    - Creating a Student Basic Needs Committee
    - Growing Basic Needs *Community of Practice* and shared resources
    - Establishing food pantries/shelves
    - Establishing campus resource centers
    - Increasing mental health services
    - Expanding availability of emergency funds

- Expanding partnerships with state and community partners
    - Food
    - Mental health services
    - Transportation
    - Housing

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Practice Spotlight: Telepsychiatry
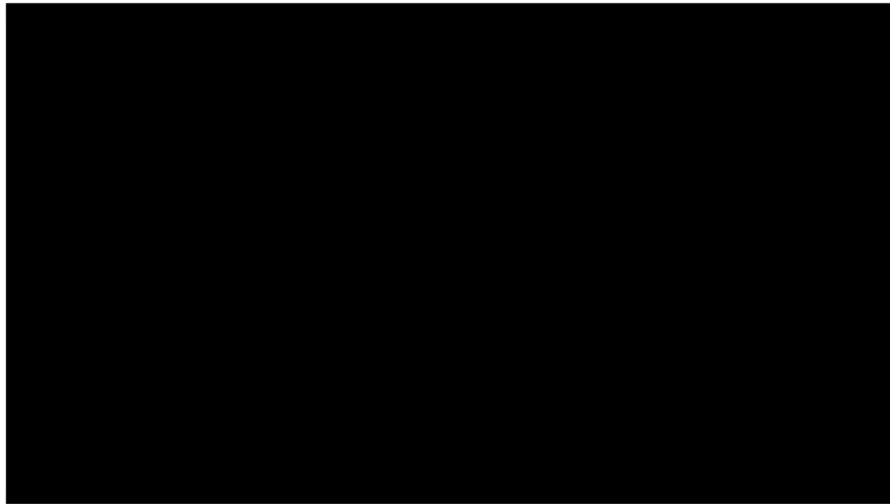
Campus Perspectives

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

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

- Robbyn Wacker
  President, St. Cloud State University

Strategic Questions

1. What are the implications of these local and regional differences for Board policy?

2. How can a local and regional lens best be used to inform our strategic approach to addressing educational equity gaps?

3. Is this approach useful to you as the ASA Committee in understanding the context within which our campuses work, and informing your policy and governance decisions?

Map of Minnesota by 10 primary RUCA codes
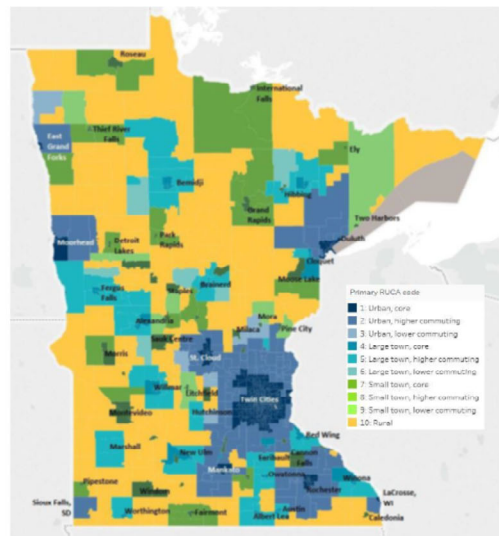
Source: Greater Minnesota: Refined & Revisited (January 2017),
Minnesota State Demographic Center

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

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

Greater Minnesota: Refined & Revisited 9
Below is a description of the 10 primary RUCA codes,6 grouped into the
four broad RUCA-based geography types:

URBAN:

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

LARGE TOWN:

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

SMALL TOWN:

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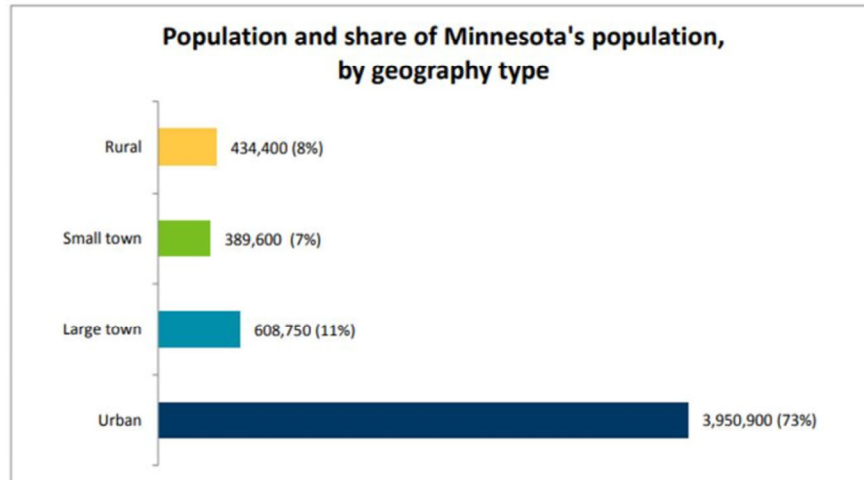9. Census tract has lower primary commuting (10-30%) to a small urban cluster (2,500 to 9,999 residents)

RURAL:

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

Taken from: Minnesota State Demographic Center report "Greater

Minnesota: Refined & Revisited" (January 2017)

Minnesota: Refined & Revisited" (January 2017)

Understanding Locale:
Urban, Large Town, Small Town, Rural
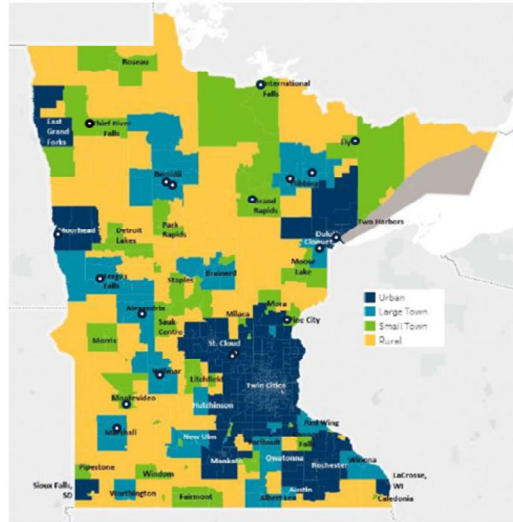
Source: Greater Minnesota: Refined & Revisited (January 2017),
Minnesota State Demographic Center

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

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SMALL TOWN: 2,500 to 9,999 residents
RURAL: fewer than 2,500 residents

Understanding Locale:
Population Share

Population and share of Minnesota's population, by geography type

Geography type	Population (share)
Rural	434,400 (8%)
Small town	389,600 (7%)
Large town	608,750 (11%)
Urban	3,950,900 (73%)

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

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

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

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

Understanding Locale:
White Population
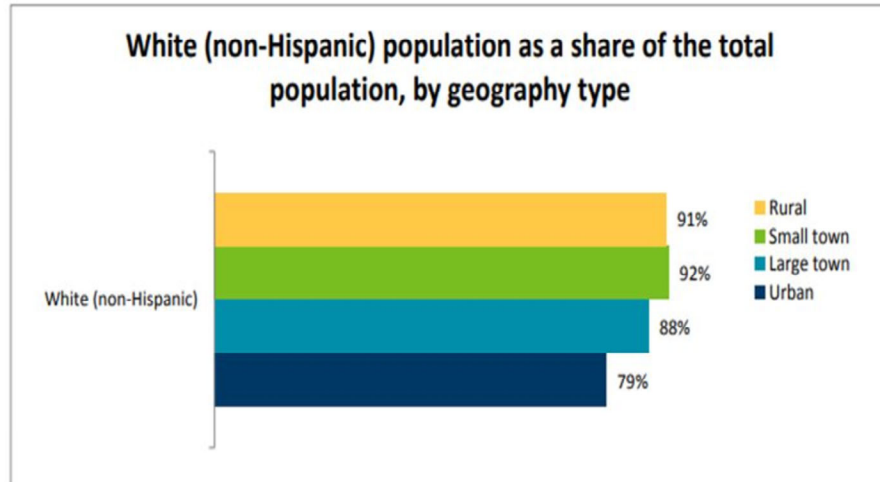
White (non-Hispanic) population as a share of the total population, by geography type

- Rural — 91%
- Small town — 92%
- Large town — 88%
- Urban — 79%

White (non-Hispanic)

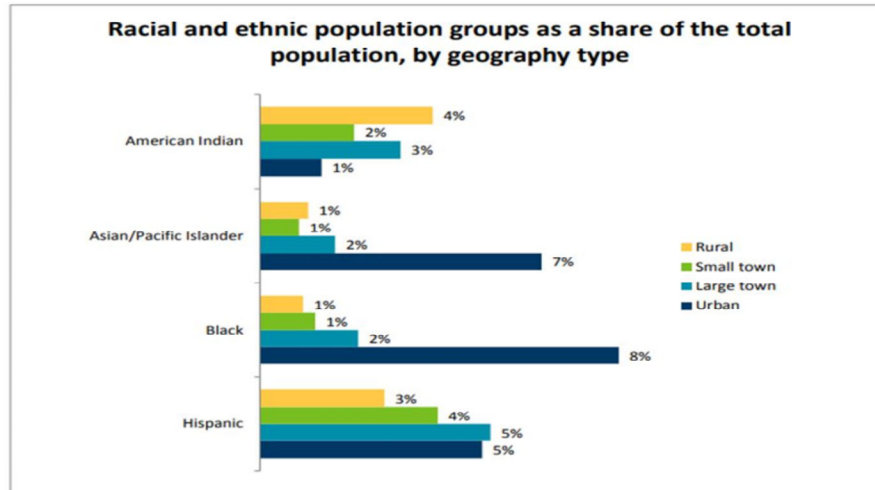Source: Greater Minnesota: Refined & Revisited (January 2017), Minnesota State Demographic Center

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Racial and cultural diversity differences

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

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

Racial and cultural diversity differences

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

Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)
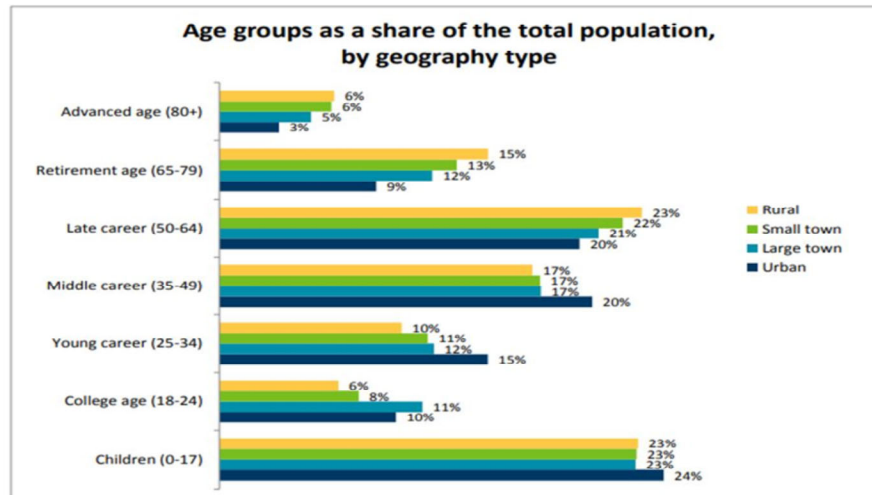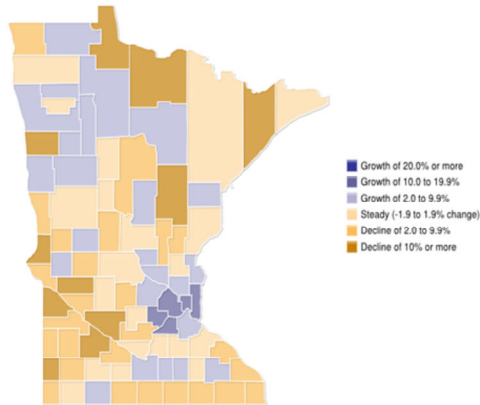
Older residents more common in non-urban areas

- While 32% of urban Minnesotans are age 50 or above, that rate rises to 38% of large town residents, 41% of small town residents, and 44% of rural Minnesotans— which heralds concern for the future workforce in our state's smaller communities.

- In addition, residents of rural and small town Minnesota are more than twice as likely to be age 80 or older than residents in urban parts of the state.

- More than 1 in 20 residents in rural and small town areas are 80+ presently, and given the high shares in the 65-79 age group, these rates and numbers are anticipated to continue rising.

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

Understanding Locale: Population Change

Projected population change
By county, 2018-2030

Growth of 20.0% or more
Growth of 10.0 to 19.9%
Growth of 2.0 to 9.9%
Steady (-1.9 to 1.9% change)
Decline of 2.0 to 9.9%
Decline of 10% or more

Source: Compiled by Minnesota Compass:
https://www.mncompass.org/demographics/population#1-11450-g

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

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

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

Understanding Locale: Employment by Industry within Geography Type

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

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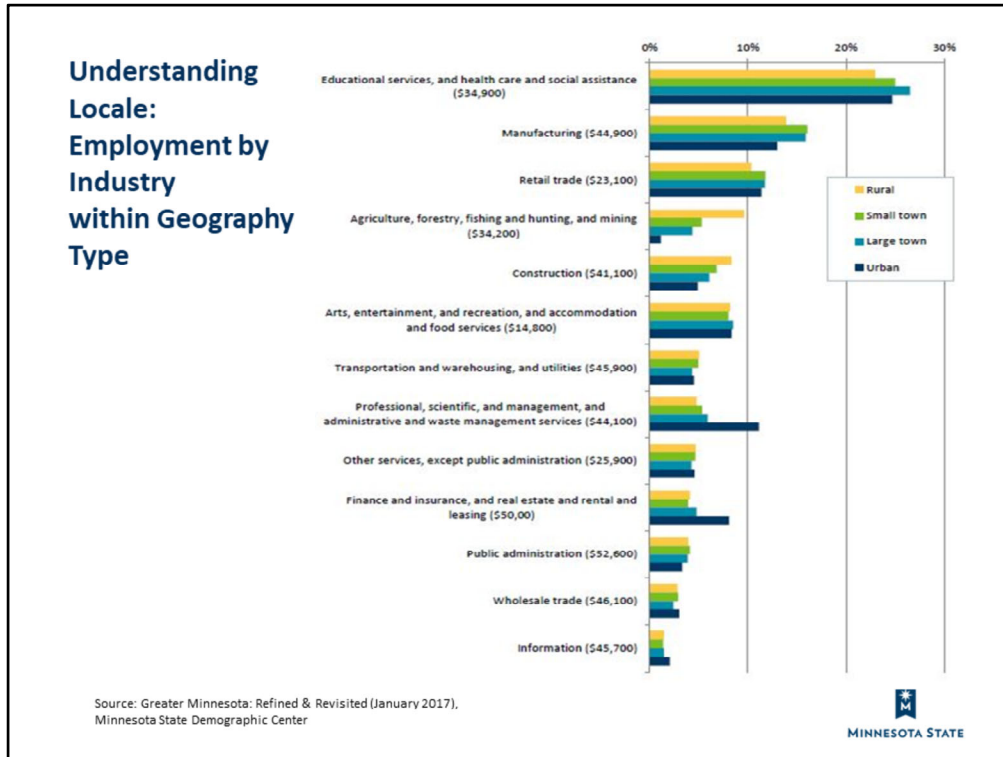
This graphic shows the number of workers employed in each industry across the four geography types. Understanding the industries that provide the greatest employment can help community leaders and policymakers understand both strengths and vulnerabilities that result from industry-related trends, and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

Unsurprisingly, workers in rural areas are far more likely to be employed in the *agriculture, forestry, fishing and hunting, and mining* industry
- Ten percent of all rural residents work within this agricultural and natural resources industry, compared to 5% of workers residing in small towns, 4% in large towns, and just 1% of urban residents.

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

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

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

Between 10 and 12% of workers living within each geography type is employed in the *retail* industry, and about 8 to 9% in each is employed in the *arts, entertainment, and recreation, and accommodation and food services* industry.
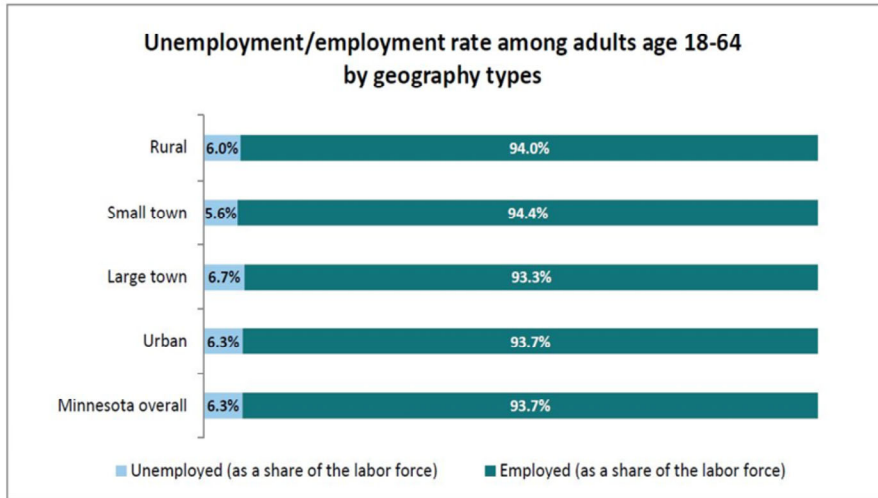- Statewide, workers in these two industries report the lowest median (midpoint) annual earnings of all 13 industries, at $23,100 and $14,800, respectively.
- It is important to note that workers across all geography types have a fairly similar likelihood of being employed within these two typically low-paying industries—at about 1/5th of all workers in all areas.

Workers who reside in urban areas have a far greater share in two particular industries— *professional, scientific, and management, and administrative and waste management services* (11% of employment) and *finance and insurance, and real estate and rental and leasing* (8% of employment).
- Both of these industries have higher annual median wages, at $44,100 and $50,000, respectively.

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

Unemployment

Unemployment/employment rate among adults age 18-64 by geography types

	Unemployed (as a share of the labor force)	Employed (as a share of the labor force)
Rural	6.0%	94.0%
Small town	5.6%	94.4%
Large town	6.7%	93.3%
Urban	6.3%	93.7%
Minnesota overall	6.3%	93.7%

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

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While places of Minnesota along the rural to urban continuum differ in their employment offerings, strong labor force involvement among the age 18-64 population is evident across all geography types. This also speaks to high demand for child care for parents of young children statewide.
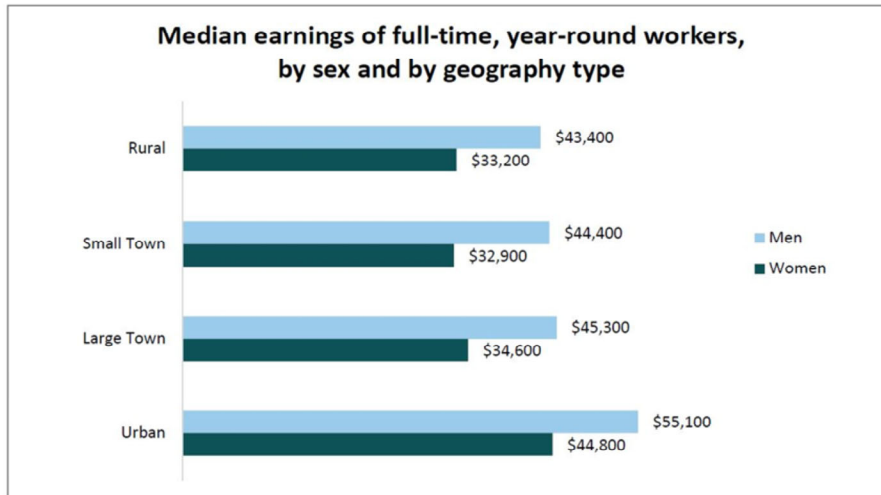
- Urban areas had a slight edge with 84% labor force participation, while rural and large town areas participated at 82% and small towns at 81%.
- Individuals do not participate in the labor force for a variety of reasons, including being a full-time caregiver, having health or disability challenges that prevent working, being discouraged by one's work prospects, or being a full-time student.

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

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

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

Earnings

Median earnings of full-time, year-round workers, by sex and by geography type

Geography	Men	Women
Rural	$43,400	$33,200
Small Town	$44,400	$32,900
Large Town	$45,300	$34,600
Urban	$55,100	$44,800

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

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

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

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

Poverty
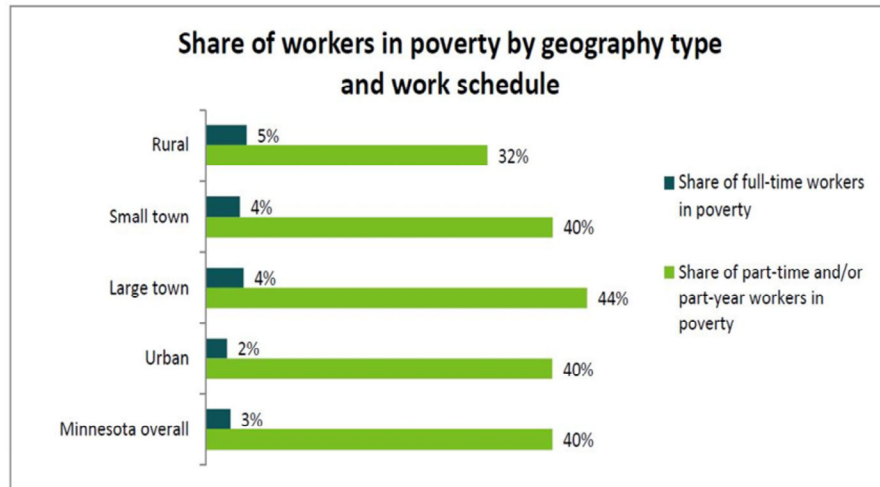
Share of workers in poverty by geography type and work schedule

Geography	Share of full-time workers in poverty	Share of part-time and/or part-year workers in poverty
Rural	5%	32%
Small town	4%	40%
Large town	4%	44%
Urban	2%	40%
Minnesota overall	3%	40%

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

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Economic security and poverty for workers and residents
Residents of the four geography types currently experience a different mix of jobs opportunities, and median earnings differ for workers across these areas, with urban-residing workers overall earning a premium for their full-time, year-round work relative to workers living in non-urban areas. This earnings differential also appears in workers' relative likelihood of experiencing poverty despite significant work effort.
- Rural, small town, and large town residents who work a full-time schedule are two or more times more likely to live in poverty than urban residents who do so.
- Residents of rural Minnesota are the least likely to be rescued from poverty by full-time, year-round work, with 1 in 20 such workers living in poverty (5%).
- Small and large town residents working a full-time job schedule fare only slightly better, with 1 in 25 of these workers (and their families, if they have them) also living below the official poverty line.
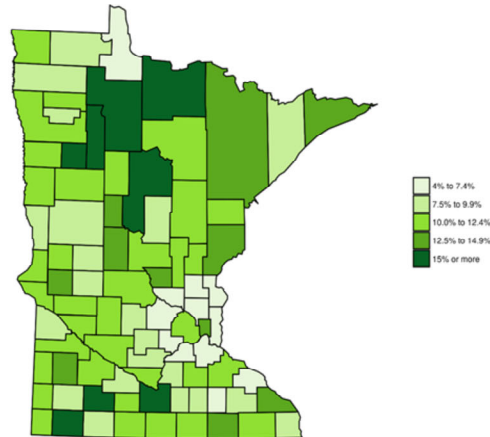
Among those who work part-time and/or part-year (a variegated mix of work schedules), rural areas are the least likely to live in poverty, with just over 3 in 10 doing so.

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

Taken from: Minnesota State Demographic Center report "Greater Minnesota: Refined & Revisited" (January 2017)
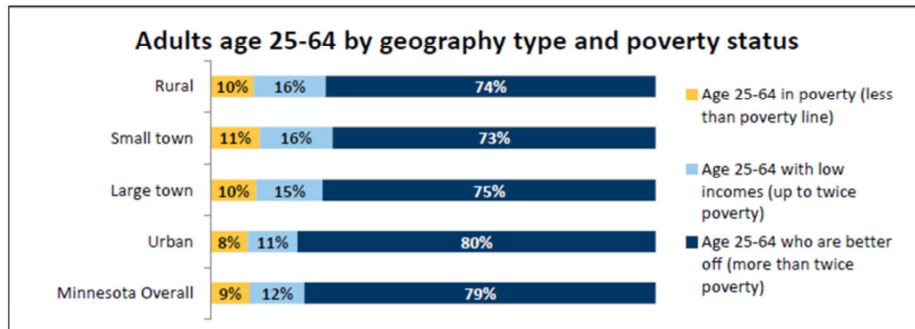
The percentage of Minnesotans below the poverty rate was 10.5% in 2017. This rate has been declining since the recession.

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

Taken from: https://center-for-rural-policy.shinyapps.io/Rural_Atlas/

Poverty Among Adults Aged 25-64 years old

Adults age 25-64 by geography type and poverty status

	Age 25-64 in poverty (less than poverty line)	Age 25-64 with low incomes (up to twice poverty)	Age 25-64 who are better off (more than twice poverty)
Rural	10%	16%	74%
Small town	11%	16%	73%
Large town	10%	15%	75%
Urban	8%	11%	80%
Minnesota Overall	9%	12%	79%

Source: Greater Minnesota: Refined & Revisited (January 2017), Minnesota State Demographic Center
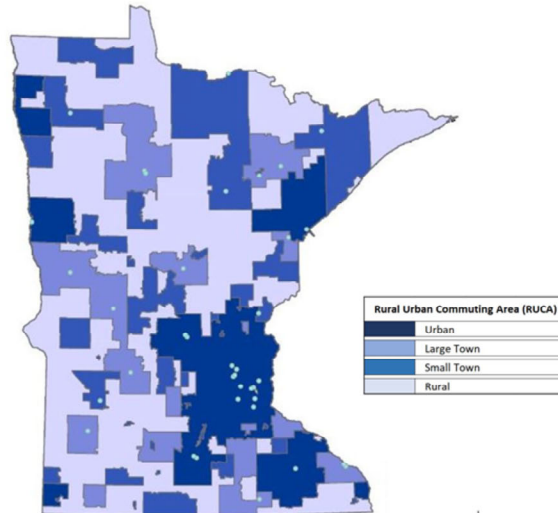
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Across all age groups, urban Minnesotans are less likely to live in poverty than their non-urban counterparts. The graphic above shows the percentage of children (under age 18), adults age 25-64, and older adults (age 65+) who live below the official poverty line, as well as up to twice the poverty line (which many researchers consider to be still experiencing economic hardship).

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

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

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

Rural Urban Commuting Area (RUCA)
Urban
Large Town
Small Town
Rural

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

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

Minnesota State Students:
Students of Color and Indigenous Students

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

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

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

Minnesota State Students:
Pell Eligible Students

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

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

Minnesota State Students: Degree-seeking Students

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

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

Minnesota State Students: Students Enrolled Online

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

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

- For students attending a Minnesota State college or university located in small town areas, nearly one third enroll in online coursework.
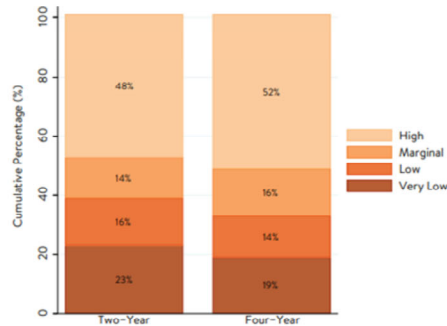
Understanding the Need:
What the Available Data Tell Us

#RealCollege Survey: Food Insecurity

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

Food Security Among Minnesota Survey Respondents

Source: 2018 & 2019 #RealCollege surveys

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

Food Insecurity

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

During the 30 days preceding the survey, approximately 39% of survey respondents attending two-year institutions experienced food insecurity, with 23% assessed at the low level and 16% at the very low level of food security
- About one in three respondents attending two-year institutions ran short on food, and 26% said that they went hungry, compared to 25% and 20% of respondents at four-year institutions, respectively

Approximately 33% of survey respondents attending four-year institutions experienced food insecurity
- 14% assessed at the low level and 19% at the very low level of food

security.

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

#RealCollege Survey: Housing Insecurity

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

Housing Insecurity Among Minnesota Survey Respondents

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

Source: 2018 & 2019 #RealCollege surveys

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

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Housing Insecurity

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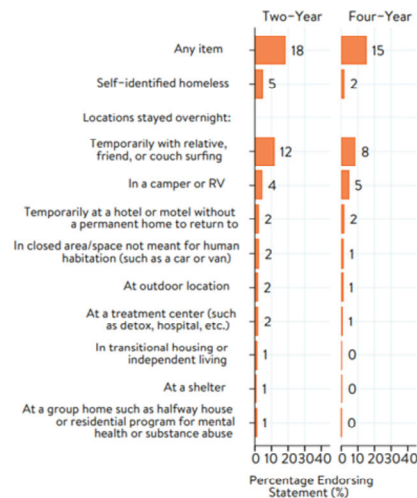
- The most commonly reported challenge is experiencing a rent or mortgage increase that made it difficult to pay (19% of students at two-year institutions and 18% at four-year institutions).
- Seven percent of survey respondents at two-year institutions and 5% at four-year institutions left their household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

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

Homelessness

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

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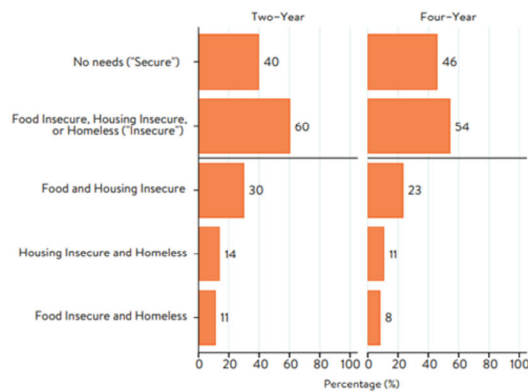- Two percent of respondents at four-year institutions self-identified as homeless; 13% experienced homelessness but did not self-identify as homeless. The vast majority of students who experienced homelessness temporarily stayed with a relative or friend, or couch surfed.

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

#RealCollege Survey: Intersectionality
More than half of all students experienced one or more insecurities

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

Source: 2018 & 2019 #RealCollege surveys

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

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

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

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

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

#RealCollege Survey: Disparities by Racial or Ethnic Background

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

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

Source: 2019 #RealCollege Survey

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

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

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

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

2015 College Student Health Survey:
- Mental health was the number one public health issue on campus
- 33 percent of students reported a mental health diagnosis sometime in their lifetime compared to 25 percent of students in 2007
  - Anxiety and depression are the most frequently-reported mental health conditions.

2018 College Student Health Survey:
- 42% of participants reported experiencing a mental health issue.
- 56% of participants reported a mental health concern impacted their academic performance.

2019 ACHA-National College Health Assessment II
- Stress (34%) and anxiety (28%) were the most significant factors negatively impacting academic performance.

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Transportation Challenges

- Recent data from the College Board (2018) underscores the significant costs of transportation for an average commuter student, which accounts for 18% of their total living expenses.

- A national survey of 570 colleges and universities revealed four key transportation barriers experienced by students:
  - Cost and affordability
  - Routes, frequency and schedules
  - Housing and work proximity
  - Reliability and quality

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

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

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

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

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

Source [*https://iwpr.org/wp-content/uploads/2017/02/C451-5.pdf*](https://iwpr.org/wp-content/uploads/2017/02/C451-5.pdf)

Emergency Financial Support

- Financial emergencies often lead to early withdrawal during a semester and/or a break in enrollment that may be permanent

- Nationally, students' finances appear precarious, and susceptible to unexpected expenses that might derail their education
  - More than three out of five respondents (63 percent) indicated they would have trouble getting $500 in cash or credit in case of an emergency

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Minnesota State Response

Collective Efforts to Address Basic Needs Insecurity

- A Basic Needs Security *Community of Practice* has been established, and has developed shared resources available to all campuses

- A Basic Needs Committee is being established under the Student Affairs Council, to develop recommendations for strengthening and scaling effective practices in addressing basic needs insecurity
  - The committee consists of extensive involvement from LeadMN and Students United, as well as campus representatives

- We continue to profile campus practices to bolster resources available in the *Community of Practice* online resource repository

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Collective Efforts to Address Basic Needs Insecurity

- Exploring a partnership with the United Way 411 program to increase tools available to colleges and universities in their work assisting students

- Partnering with the Office of Higher Education to provide students with relevant and personalized information about basic needs resources

- Offering a series of Basic Needs focused webinars focused on connecting students to resources such as SNAP and other community-based resources

- Exploring additional partnership opportunities with college dining services, and Metro Transit

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Campus Specific Efforts: Basic Needs Assessment

- 28 Minnesota State colleges and universities have engaged in basic needs focused assessment activity
  - The HOPE Center #RealCollege survey is the most common assessment activity implemented, with 22 colleges and universities participating in the survey in fall 2019

- Five colleges and universities have created additional assessment activities to measure basic need insecurity and the impact of programs and services implemented to address basic needs insecurity

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Campus Specific Efforts: Food Insecurity

- All Minnesota State colleges and universities have some form of program in place to help address food insecurity

- These programs include a food pantry or other program that provides food to students (such as mobile food pantries or making food available in common areas), or intentional partnerships with community organizations that address food insecurity

Campus Highlight: Food Insecurity
Central Lakes College Food Pantry

- Central Lakes College relocated, expanded, and rebranded their food pantry

- The College secured grants from Second Harvest North Central Food Bank and Crow Wing Energized to purchase refrigeration equipment and new shelving

- Through new partnerships with local Costco and Target stores, the food pantry at Central Lakes College now rescues an average of 2,500 lbs. of quality food each month and orders another 2,500 lbs. from Second Harvest North Central each month

- Central Lake College's #RealCollege survey data shows that the food-insecure student population decreased from 48% in 2018 to 41% in 2019

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Campus Highlight Food Insecurity:
University Dining Services Efforts

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

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Campus Highlight: Housing Insecurity
Simply Stearns – St. Cloud State University

- St. Cloud State University re-opened Stearns Hall as an affordable and flexible housing option branded as "Simply Stearns"

- Rates start at $404 per month (including high-speed internet and utilities)

- Flexible meal plan options are available to students living in Simply Stearns

- Other features have been specially designed to make on-campus living more affordable and flexible

- Simply Stearns remains open during all break periods to ensure housing remains secure and available for students

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Campus Highlights: Mental Health

- Mental Health Partnerships Grant Program
  - Minnesota State Community and Technical College expanding current partnership with a mental health provider to extend services to the Detroit Lakes and Wadena campuses
  - Rochester Community and Technical College expanding current partnership with a mental health provider to extend services from 20 hours a week on campus to 40 hours a week

- Telepsychiatry
  - With funding from a Minnesota State collaboration grant, St. Cloud State University and Minnesota State University, Mankato are pilot testing telemedicine to improve mental health care options for students in rural areas
    - Partners include Alexandria Technical and Community College, South Central College, Minnesota State University, Moorhead, and St. Cloud State University

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Campus Highlights: Mental Health

- Mental Health First Aid

  – Mental Health First Aid courses and trainings offered at numerous Minnesota State colleges and universities, with expansion of training opportunities forthcoming

  – Exploring the feasibility of establishing a Mental Health First Aid train-the-trainer experience to produce more trainers and expand opportunities for these trainings throughout the Minnesota State system

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Additional Opportunities in the area of Mental Health:
Online Platforms

- Learn to Live – an online mental health platform that provides students with an opportunity to take a mental health assessment and work through a series of modules focused on common mental health concerns facing college and university students.
  - Implemented at Century College; Central Lakes College implementing in fall 2020
  - Additional six Minnesota State colleges and universities considering implementation of Learn to Live on a pilot basis for the fall of 2020, with goal of assess the effectiveness of the platform

- Thriving Campus – an online platform designed to help facilitate off campus referrals for students seeking mental health care from community- based providers
  - Provides a custom URL for each member college or university that includes the directory of off-campus providers and a help guide to assist students with selecting a provider and navigating insurance
  - Not yet implemented at any Minnesota State college or university, but under consideration by the counseling center director community and senior student affairs officers

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Campus Highlight: Transportation
Public Transportation Partnership – Ridgewater College

- Ridgewater College partnered with Central Community Transit (CCT) to install a bus stop shelter near the main entrance to the building

- The College sells discounted bus passes to students in the campus bookstore
  - Students can charge the bus pass to their student account providing the opportunity for students to use financial aid to pay for the bus pass if the pass is purchased the week before classes begin

- CCT buses stop at the Ridgewater campus multiple times each day making stops at multiple housing complexes and shopping centers in the local area

- Bus routes on nights and weekends have been added as this service has evolved to meet demand

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Campus Highlight: Support Student Parents
Student Parent Center– Minneapolis Community College

- Minneapolis College's Student Parent Center (SPC) is a comfortable place where student parents/guardians can study, use computers, attend our Student Parent Group meetings and other events or simply relax, while on campus
  - Any student parent/guardian of minor children, who follows the SPC expectations and rules, may use the SPC
  - Students may be accompanied by their children while using the center or utilize the space on their own.

- The SPC provides child friendly activities and toys as well as snacks

- The center is not a daycare or drop-in site and children must be accompanied by a parent or guardian at all times

- The center also has a lactation room and diaper changing station

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

- The Office of Social Navigation was created in Fall 2017 and staffed with a Resources Navigator to address the overall basic needs and wellness of DCTC students

- Emergency grants and micro grants are available to students who are facing financial barrier or crisis

- In situations where campus resources are not enough, students are referred to community agencies such as 360Communities, Community Action Partnership (CAP), Goodwill, Salvation Army, Neighbors, Inc., and People Incorporated

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

- Normandale Community College recently created a Student Resource Center, which is a safe space for students to get connected to resources related to basic needs like food, housing, childcare, transportation, and healthcare

- Students can make an appointment to meet with a trained student worker or can drop-in

- The Student Resource Center also hosts resource fairs, workshops, and brings community organizations on campus to make these resources more accessible to students

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

- Funded by private donors, the program offers up to $500 to students who are experiencing financial hardship and who have an unforeseen financial barrier.

- The Random Acts of Kindness Emergency Grant (RAK) provides assistance with car repairs, medical costs, childcare, transportation, food bills, and other unmet needs.
  - 59% of all requests were car repairs, gas, or transportation
  - 24% requiring urgent immediate rent support or face immediate eviction
  - 17% ranged from food, to additional unforeseen educational expenses, to a unique college impacted student scenario
  - 17 total requests, $7000.82 disbursed

- Since 9/2/2011, 215 NHCC students have benefited from RAK with a total distribution of $74,536.52

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

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

MINNESOTA STATE

Committee of the Whole
March 18, 2020
9:30 AM
McCormick Room
30 7th Street East
St. Paul MN

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.

Committee of the Whole, Jay Cowles, Chair

1. COVID-19 Preparedness Planning

Bolded items indicate action is required.

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Committee of the Whole   **Date:** March 18, 2020

Title: COVID-19 Preparedness Planning

Purpose (check one):

[ ] Proposed New Policy or Amendment to Existing Policy

[ ] Approvals Required by Policy

[ ] Other Approvals

[ ] Monitoring / Compliance

[X] Information

Brief Description:

A summary of the planning regarding system, college, and university preparedness for (COVID-19) Coronavirus.

Handouts will be provided during the meeting.

Scheduled Presenters:
William Maki, Interim Vice Chancellor—Chief Financial Officer
Brian Yolitz, Associate Vice Chancellor for Facilities

Facilities Committee

March 18, 2020
10:15 AM
McCormick 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.

1. **Minutes of January 28, 2020 (pp. 1-8)**
2. **2022 Capital Budget Guidelines (Second Reading) (pp. 9-12)**
3. Proposed Amendment to Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (First Reading) (pp. 13-18)

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

President Liaisons:
Kent Hanson
Faith Hensrud

Bolded items indicate action is required.

Minnesota State Board of Trustees
Facilities Committee Meeting Minutes
January 28, 2020

*Facilities Committee members presen*t: *Jerry Janezich, Chair; Louise Sundin, Vice Chair; Trustees, Bob Hoffman, Roger Moe, Samson Williams, and Chancellor Devinder Malhotra*

Facilities Committee members absent: *None*

Other board members present: *Trustees Ashlyn Anderson, Dawn Erlandson, April Nishimura, George Soule, Cheryl Tefer, Michael Vekich, and Jay Cowles, Board Chair*

Cabinet members present: *Bill Maki, Interim Vice Chancellor*

Others present: *President Faith Hensrud, Bemidji State University, Interim President Mike Raich, NHED, Bart Johnson, ICC Provost, Mary Ives, Student Center Campaign Co-Chair, Peter Birkey, Student Center Campaign Co-Chair, Cynthia Wu, ICC Student Senate President, Susan Lynch, ICC Foundation and Alumni Relation Director, and Associate Vice Chancellor for Facilities, Brian Yolitz*

Committee Chair Janezich called the meeting of the Facilities Committee to order at 2:30 PM.

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

Committee Chair Janezich stated the October 15, 2019 minutes had a typo on page 2, item C, should read 2022 Capital Program Guideline, not 2020. He called for a motion to approve the October Facilities Committee meeting minutes. A motion was made by Trustee Hoffman and seconded by Trustee Soudin. The minutes were approved as written.

Facilities Update: Associate Vice Chancellor, Brian Yolitz

Associate Vice Chancellor Yolitz provided Committee updates before starting the agenda items. Greg Ewig, Senior System Director for Capital Development has taken a position with Metropolitan Council to lead their real estate program. He foresees crossing paths with him regarding train lines on our campuses. He was a great resource and has done great work here.

Kristi Heintz from Lake Superior College has joined us as the new Sustainable Facilities Program Manager. She will be covering our sustainability initiatives, facilities condition index, energy consumption/reduction program, analysis and reporting.

A. **2020 Capital Program**
    The House concluded visits last fall. The Senate will be visiting Century College tomorrow, January 29th and Minneapolis College on Thursday. Campuses have been very flexible and

responsive in handling these short turnaround visits. That should conclude our visits with the committees.

Governor Walz and Lieutenant Governor Flannigan outlined their recommendation for the capital bonding in the 2020 legislative session at Anoka Ramsey Community College, in Coon Rapids, on Monday, January 13th. Kent Hanson and his team did a great job coordinating this important event at the last minute. Several presidents and board members were in attendance.

The Governor recommended $262.7 million or 97% of the Board's request for the 2020 legislative session. We are pleased with this. It is a strong marker for us. It shows that the colleges and universities did a very good job telling their story. Chair Janezich commented that normally we don't start out this strong and all should be proud.

The session starts on February 11 and runs through May 18, 2020.

B. **Capital Improvement Program Update**
Associate Vice Chancellor Yolitz mentioned a couple grand openings. President Boyd and his staff at Rochester Community and Technical College hosted a ribbon cutting for Memorial Hall. This was a $24M project for new and improved spaces. Several legislators were also in attendance.

Minnesota State Technical and Community College, Fergus Falls, Center for Student and Workforce Success project, particularly the library, is now open and students are using it this term. It was a great update to the facilities on this campus.

C. **Recognition: St. Cloud State University**
Congratulation to President Wacker, St. Cloud State University facilities staff and their project team consisting of Terra Construction, Pegasus Group and RSP Architects upon receiving the Minnesota Construction Associations Award of Excellence for the government construction project category. They will be recognized tomorrow, January 29th, at the Minneapolis Marriott West in St. Louis Park.

Associate Vice Chancellor Yolitz asked if there were any questions. Vice Chair Sundin referred to the minutes from the last meeting and asked if data is available yet to show whether we are making progress with minority/women owned businesses. Associate Vice Chancellor Yolitz responded that we have done some analysis, learning the data isn't reflecting everything we need to know, and working with facilities staff, Interim Vice Chancellor Bill Maki, and the procurement team on a broader report. We will be bringing that data and initiatives to the Committee later.

2. **Action Items: Contracts Exceeding $1 Million: McMahon Student Center Renovation, Itasca Community College and Student Affairs Renovation, Phase 2, Minneapolis Community and Technical College**

McMahon Student Center Renovation, Itasca Community College and Student Affairs Renovation

Associate Vice Chancellor Yolitz recognized several Itasca Community College attendees and guests responsible for the McMahon project: NHED Interim President, Mike Raich, Provost, Bart Johnson, foundation members: Mary Ives, Peter Birkey, Cynthia Wu, and Susan Lynch. Chair Janezich asked if any of them wanted to come up and speak.

Mary Ives, co-chair, said they were proud and excited about the support the college received from the community and that the campaign was very successful. They had 250 individual donors and received support from many foundations and the business community. They were happy it is moving forward and appreciated the Committee's support. She said Peter Birkey also served as co-chair and this worked well for reaching out to diverse groups and constituents for this project. She thanked the Committee for allowing them to be part of the meeting today. Chair Janezich thanked her for their work.

Associate Vice Chancellor Yolitz said the project renovates approximately 14,300 square feet for infill spaces, mezzanine, library, Davies Hall, media center, and reduces $500,000 in deferred maintenance. They raised nearly $5M for the project through their capital campaign. The college will provide $500,000. Subject to board approval, everything is in place to move forward with construction. The project schedule includes finishing the design work in March, with construction this summer, and completion in the fall of 2021.

Chair Janezich asked for a motion to approve. Trustee Moe made the motion:

> The Board of Trustees authorizes the chancellor or chancellor's designee to execute a construction contract not to exceed $5 million to renovate and construct a new student center at Itasca Community College, provided 1) the college may award the construction contract upon receipt of final, irrevocable financial commitments for non-state contributors/donors in the amount of $4.9 million, and 2) upon providing satisfactory evidence to the chancellor or chancellor's designee of sufficient financial resources encumbered to complete the project. Trustee Hoffman seconded the motion. Motion was carried.

Phase 2, Minneapolis Community and Technical College

About a year ago, Minneapolis College came before the Board with a five-phase project for the T building spaces. Phase 2 of that initiative renovates over 10,000 square feet focusing on student services, welcome center, and a host of student support areas on the second floor of the campus. Financing will be with college operating funds of $1.7M. The project schedule includes the design phase in April, bidding in June, construction summer and fall, and spaces will be ready for students by spring term of 2021.

Chair Janezich called for a motion to approve. Trustee Moe made the motion:

The Board of Trustees authorizes the chancellor or chancellor's designee to execute a construction contract not to exceed $1.7 million for Phase 2 construction of the student affairs renovation located in the T-building of the Minneapolis Community and Technical College.

Chair Janezich asked after phases 3, 4, and 5, how much money will be invested in this and will any state funding be used. Associate Vice Chancellor Yolitz responded approximately $9M and he will check on the exact amount. He said it is funded with campus resources and that they have a 2020 capital program bonding request. Trustee Hoffman seconded the motion. Motion carried.

3. 2022 Capital Program Guidelines (First Reading)

Associate Vice Chancellor Yolitz said these guidelines help set the stage for the 2022 capital budget request, the potential 2021 revenue fund bond sales by setting the Board's strategic direction. This first reading provides an opportunity to engage in some discussion about the guidelines. With Greg Ewig's departure, Michelle Gerner will be team lead for capital planning and analysis.

He walked through the capital program bonding avenues, timelines, historical perspective, theme highlights for the Committee and Leadership Council updates.

FUNDING AVENUES
Capital bonding

- Bonding for academic facilities competes with several different areas throughout the state.

- Bonding occurs in even years but can be done in odd years.

- Minnesota State is responsible for 1/3 debt service for major capital projects that is split between the individual institution gaining the facilities space and the Facilities system office.

- HEAPR is debt free to Minnesota State.

Revenue Fund bonds

- These bonds focus on revenue generating/auxiliary facilities such as residence halls, student unions, parking ramps, etc.

- Minnesota State has authority to sell bonds –usually done in 'odd years' or as needed. Refinancing bond rates has saved institutions a lot of money.

- The system office has full debt responsibility for capital projects that is recouped through user fees and fee rates for students.

TIMELINES
Capital Bonding

Associate Vice Chancellor Yolitz presented a slide to show timelines for capital bonding and revenue fund bond sales. He said Board guidelines established the spring of 2020 will be used for upcoming scoring and prioritization processes for the 2022 program. Institutions will look at their comprehensive facilities plans, determine their projects and begin pre-design work using these guidelines. Some institutions have already started because they know what their priorities are. After scoring candidate projects, the chancellor will make a recommendation for Board approval by June 2021. Bonding tours will occur in the fall of 2021 in preparation for the 2022legislative session.

Revenue Fund Bond Sales

Projects are reviewed to be financially solvent and will be brought to the Board for approval this fall to start bond sales. Construction can potentially start the following summer.

Focused on the following:

Programmatic: to enhance access, student support services, advising, STEM/STEAM, and focus on transferability to a baccalaureate

What kind of space: review existing space, determine what is needed, and keep new square footage at a premium

How much space: rightsizing space, mothball and demolish what we can, and minimize building new space

Design: create spaces that are accessible, flexible, adaptable and sustainable

Operational context: must be affordable, reduce operating costs and conserve energy

Program size: size averages around ($250M)

PROPOSED 2022 CAPITAL PROGRAM GUIDELINES

Protect and modernize academic and student support spaces

Stewardship responsibilities include focusing on capital investments for maintaining, repairing, and updating existing campus classroom, laboratory, and student support space, and enhance core academic missions of our colleges and universities. Quality facilities directly impact the recruitment, retention, and success of students, faculty, and staff. Preserving Minnesota State's facilities ensures faculty and students have safe, secure, compliant, and inspiring environments in which to teach and learn, reduces the impact campus buildings have on operating budgets and the environment, and remains the system's top capital investment priority. HEAPR is a top priority for the Board.

Facilitate progress towards Equity 2030

Prioritize facility improvements that support student success at Minnesota State colleges and universities. These improvements should ensure Minnesota State provides inclusive educational opportunities, grow programs, improve campus climate and uplift diverse students.

Energy efficiency and renewable energy infrastructure

Reduce campus impact on the environment by eliminating obsolete space, creating flexible, prioritizing sustainable construction and operating practices, and utilizing renewable energy systems where practicable.

New square footage

Maximize utilization and potential of existing facility spaces through renovation and retrofit before adding new square footage; additional square footage should be considered only in unique situations where options for reutilization or replacement of existing space have been exhausted. Don't want to make a bigger footprint per Leadership Council. (Associate Vice Chancellor Yolitz will rework phrasing of this piece).

Seek funding for college and university priorities

Meet the capital investment priorities expressed by presidents to meet the most urgent needs of their colleges and universities. Prioritize asset preservation and investments to build upon work enabled by the 2020 and 2021 legislative sessions. Given the construction associated with planning and design in the board's 2020 request, anticipate a chancellor's recommendation for the 2022 capital budget request from the State of Minnesota on the order of $350

million. $150M in HEAPR and $200M in capital projects that will be managed over the legislative session. Revenue Fund bond sales to be based on college and university priorities and the financial viability of individual projects.

Leadership Council Update

They reviewed guidelines to set strategic direction and had two areas of concern: weighing of various elements and new square footage. More time will be spent to clarify what we want which is new, effective space, not more. Associate Vice Chancellor Yolitz said we will be looking for feedback from the Committee, leadership and campus staff on this.

Committee Discussion

Trustee Hoffman asked if we are seeing an upswing in partnerships and participation with capital expenditures on our campuses. Associate Vice Chancellor Yolitz said we are seeing some movement and mentioned Itasca and the foundation, and a partnership between the school district and NHCC. At Fergus falls, financing is coming from local communities. He said we need to look internally and make sure colleges and universities are partnering as well.

Vice Chair Sundin said everyone would have legislation this session to help the homeless and felt it would be a mistake for us not to include this issue in our value system and our program. She feels it is our responsibility to address this issue. She stated that two-year colleges have many homeless students due to the lack of housing on these campuses and that homelessness is affecting multiple populations. Our institutions are the place for them to receive training and get a job to help them get out of homelessness. We have made some progress with the veterans. Other states have done some creative things in this area and she suggested revenue bonds to fund housing for the homeless and that we need to determine what space is available and needed.

Chair Janezich said Trustee Moe has already thought about this issue. Trustee Moe thanked Trustee Soudin for mentioning it. He said we can't change our 2020 program request at this stage of the game but we can make sure Minnesota State is included in the state's initiative for homelessness. The legislature can have an impact on our state's economy by investing in human infrastructure and we need to advance an aggressive capital budget request for this. Vice Chair Soudin said the legislature needs to know about the housing need on our campuses and we need to get our oar in the water. She also mentioned that the parking lot on MCTC was rumored to be built for housing above it.

Trustee Samson Williams said he wasn't sure of the state's approach towards homeless students. He said a survey was done on campuses to get the number of students facing hunger on campuses. He suggested that we need to get some actual numbers of the homeless too then we can design an approach and strategy for funding.

Associate Vice Chancellor Yolitz stated that each institution population is different. He will reach out to presidents to find out what they are doing, if there are partnership opportunities, and if there are opportunities in the built space to address this issue. He will bring his findings back to the Committee. Chair Janezich wanted him to find out about the housing on top of the MCTC ramp and he will check on it.

Associate Vice Chancellor Yolitz added that capital guidelines were discussed with the CFOs at the conference in December. He will take input from what we heard today and from leadership council, student organizations, and unions, and bring something back to the Committee in March for their approval.

Chair Janezich adjourned the meeting at 3:20 PM.

Respectfully submitted: Kathy Kirchoff, Recorder

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Facilities Committee   **Date:** March 18, 2020

Title: 2022 Capital Budget Guidelines (Second Reading)

Purpose (check one):

☐	Proposed New Policy or Amendment to Existing Policy	☒ **X**	Approvals Required by Policy	☐	Other Approvals
☐	Monitoring / Compliance	☐	Information		

Brief Description:

Board Policy 6.9, *Capital Planning*, calls for the chancellor to develop and recommend for board approval capital funding guidelines for system facilities and real property. These guidelines shape college and university facility project planning and recommendations for capital bonding requests from the State of Minnesota in 2022 as well as potential Revenue Fund bond sales for 2021 and beyond.

Key aspects of the proposed recommendation:
  1. Protect and modernize academic and student support spaces
  2. Facilitate ~~achieving~~ <u>fulfilling</u> the vision of Equity 2030
  3. Energy efficiency and renewable energy infrastructure
  4. New square footage <u>that enlarges the campus footprint</u> in rare cases only
  5. Value <u>internal and external</u> partnerships
  6. Seek funding for college and university priorities

This item has been previously reviewed by the Facilities Committee.

Scheduled Presenter(s):

Brian Yolitz, Associate Vice Chancellor for Facilities

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
2022 CAPITAL BUDGET GUIDELINES   **(SECOND READING)**

BACKGROUND

Board Policy 6.9, *Capital Planning*, calls for the chancellor to develop and recommend for board approval capital program guidelines for system facilities and real property. Minnesota State is responsible for more than 28 million square feet of college and university facility space and over 7,000 acres of property in its 54 campuses across the state. College and university property and buildings contribute to and influence the delivery of extraordinary higher education and the Minnesota State experience. They set a lasting first impression of our institutions and their programs and directly impact the recruitment, retention, and success of students, faculty, and staff.

Academic facilities, to include classrooms, labs, student support spaces, and offices make up 80% of our facility space and are eligible for capital investment through the State of Minnesota. Revenue Fund facilities, including residence halls, dining facilities, student unions, some parking ramps and lots, along with other auxiliary facilities make up the remaining 20% of campus facilities. Capital investment in these auxiliary facilities come through the sale of revenue bonds.

Capital investment by the State of Minnesota typically occurs in even-year legislative sessions. While the Minnesota State system has statutory authority to conduct Revenue Fund bond sales when needed, they traditionally occur in odd years. It's important that Minnesota State effectively prioritize and invest in the most urgent and impactful capital needs of its colleges and universities. The following guidelines will shape college and university facility project planning, prioritization, and recommendation of capital bonding requests from the State of Minnesota in 2022 as well as potential Revenue Fund bond sales for 2021 and beyond.

Comments and feedback associated with the guidelines presented in the First Reading are annotated with ~~strikethroughs~~ depicting deletions and underscores reflecting additions.

CAPITAL PROGRAM GUIDELINES

1. **Protect and modernize academic and student support spaces.** Uphold our collective stewardship responsibilities by focusing capital investments on maintaining, repairing, <u>reshaping</u> and updating existing campus classroom, laboratory, and student support space to meet and enhance core academic missions of our colleges and universities. Quality facilities directly impact the recruitment, retention, and the success of students, faculty, and staff. Minnesota State's top capital investment priority is preserving the system's facilities, which ensures faculty and students have safe, secure, compliant, and inspiring environments in which to teach and learn, and reduces the impact campus buildings have on operating budgets and the environment.

2. **Facilitate ~~achieving~~ <u>fulfilling</u> the vision of Equity 2030.** Prioritize facility improvements that support student success at Minnesota State colleges and universities. These improvements ~~should ensure~~ <u>will support</u> Minnesota State<u>'s ongoing efforts to</u> provide inclusive educational opportunities, grow programs, and improve campus climate <u>and culture</u>.

3. **Energy efficiency and renewable energy infrastructure.** Reduce the long term impact on campus operating budgets and the environment by eliminating obsolete space, creating flexible and adaptable spaces, prioritizing sustainable <u>and efficient</u> construction and operating practices, and utilizing renewable energy systems where practicable.

4. **~~New~~ <u>Additional</u> square footage in rare cases only.** Maximize utilization and potential of existing facility spaces through renovation and retrofit before adding new square footage; additional ~~square footage~~ <u>space that would expand the campus footprint</u> should be considered only in unique situations where options for reutilization or replacement of existing space have been exhausted.

5. **Value Partnerships.** Recognize the value and opportunity presented by regional partnerships and interconnectedness ~~between~~ <u>among</u> Minnesota State colleges and universities, their ~~industry~~ <u>workforce</u> partners and the communities they serve. <u>Leverage community and regional partner support and financial contributions to expand impact of state resources</u>.

6. **Seek funding for college and university priorities.** Seek funding for the capital investment priorities expressed by presidents to meet the most urgent needs of their colleges and universities. Prioritize asset preservation and investments to build upon work enabled by the 2020 and 2021 legislative sessions. Anticipate a chancellor's recommendation for the 2022 capital budget request from the State of Minnesota on the order of $350 million, to support the substantial amount of construction funding needed to complete projects' planning and design efforts from the board's 2020 request <u>and address new and emerging priorities</u>. Revenue Fund bond sales to be based on college and university priorities and the financial viability of individual projects.

OTHER CAPITAL PROGRAM CONSIDERATIONS

While capital bonding is the primary focus of even-year legislative sessions, there may be opportunities for capital bond funding through the State of Minnesota in odd-year sessions. The board has historically supported the completion of unfunded priorities from the bonding session immediately prior to the odd-year session. That strategy is recommended for future odd-year sessions as well. At the conclusion of the 2020 legislative session, staff will provide an update of the final bonding bill and prepare a list of unfunded 2020 priorities for the board to consider for seeking funding for in the 2021 legislative session. A similar approach would be used in preparation for the 2023 legislative session based on outcomes of the 2022 session.

CAPITAL BONDING DEBT MANAGEMENT

The state requires Minnesota State to pay one-third of the total debt service obligation attributable to the individual capital projects funded in a bonding bill (excluding Higher Education Asset Preservation and Replacement (HEAPR) projects). Serving this debt is shared 50% of the debt service addressed with funds taken off the top of the state allocation and 50% paid by the benefiting college or university. Staff will

continue to monitor the impacts of this policy in context with the many other drivers of campus financial conditions.

2021 REVENUE FUND BOND GUIDELINES

The 2019 Revenue Fund bond guidelines will be used as guidance as the system prepares for a potential 2019 revenue bond sale, which is expected to be brought for Board consideration in the fall of 2020. The revenue bond process is distinguishable from the capital bonding process by two primary differences:

1. Minnesota State has statutory authority to issue revenue bond debt, and
2. Each institution is responsible for the full debt associated with their project and must levy student/user fees and charges sufficient to finance the entire debt service and operating expenses for their particular project and program.

To that end, the board will support projects in the revenue fund capital program and bonds sale that:

1. Show evidence of strong student involvement and <u>long-term</u> support for a project
2. Balance student affordability with required reinvestment in the buildings
3. Reduce program operating costs and maintenance backlog
4. ~~Address~~ <u>Align with</u> long-term demographic and associated enrollment forecasts
5. Leverage partnerships or private industry to generate additional income

RECOMMENDED COMMITTEE MOTION:

The Facilities Committee recommends the Board of Trustees adopt the following motion:

> The Board of Trustees approves the 2022 Capital Program Guidelines informing the planning and development of recommendations for a capital budget request for the state of Minnesota in 2022 and potential Revenue Fund bond sales in 2021 and beyond.

RECOMMENDED BOARD MOTION:

> The Board of Trustees approves the 2022 Capital Program Guidelines informing the planning and development of recommendations for a capital budget request for the state of Minnesota in 2022 and potential Revenue Fund bond sales in 2021 and beyond.

Date Presented to the Board of Trustees: March 18, 2020
Date of Implementation: March 18, 2020

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

Name: Facilities Committee / Finance Committee   **Date:** March 18, 2020

Title: Proposed Amendment to Board Policy 5.17 Sustainability, Resources

Conservation and Recovery, and Environmentally Responsible Practices (First Reading)

Purpose (check one):

[X] Proposed New Policy or Amendment to Existing Policy	[ ] Approvals Required by Policy	[ ] Other Approvals
[ ] Monitoring / Compliance	[ ] 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 presidents, employee groups, student associations, and campus leadership groups. All comments received from the consultation were considered.

Scheduled Presenter(s):
Brian Yolitz, Associate Vice Chancellor for Facilities

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BOARD POLICY – FIRST READING			
Chapter	5	Chapter Name	Administration
Section	17	Policy Name	Commitment to Environmental Sustainability

1   **5.17 Commitment to Environmental Sustainability**

2

3   **Part 1. Policy Statement**
4   Minnesota State is committed to principles of environmental sustainability in the operation of
5   college and university campuses and their academic and student support programs. The Board
6   of Trustees promotes reduction of carbon dioxide emissions, energy and water conservation and
7   efficiency, reduction of solid waste, alternative transportation options, sustainable food and
8   dining practices, conservation and protection of the natural environment, and pollution
9   prevention and mitigation, striving to meet and—where practicable—exceed obligations under
10   law and executive orders.

11

12   **Part 2. Responsibilities**
13   The chancellor, in concert with college and university presidents, shall develop procedures and
14   initiatives that reflect long-term environmental stewardship of the campuses and surrounding
15   environment. The chancellor shall develop facilities planning guidelines, design and construction
16   standards, and energy conservation, and procurement procedures as well as academic, service
17   learning and student support programs that strive to reduce dependence on fossil fuels and
18   provide long-term stewardship of campus and community resources.

19

20   College and university presidents shall develop and implement campus-based initiatives in
21   support of these practices, and identify and report accomplishments consistent with Part 3.

22

23   **Part 3. Accountability**
24   Colleges, universities, and the system office shall appoint a point of contact for sustainability
25   issues and facilitate development and implementation of campus-based initiatives. The point of
26   contact shall maintain records regarding recycling, energy and water consumption and
27   conservation, and pollution prevention efforts and shall monitor and communicate programs,
28   initiatives and curriculum addressing sustainability. The system office and each college and
29   university shall report progress and accomplishments periodically to the Board.

Related Documents:

Deleted: Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices

Deleted: system

Deleted: sustainability,

Deleted: resources

Deleted: recovery

Deleted: environmentally responsible practices, including energy conservation and

Deleted: .

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Deleted: The system office, and each college and university,

Deleted: a representative(s)

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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 Statute 115A, Waste Management Act
- Minnesota Statute 16B.121, Purchase of Recycled, Repairable, & Durable Materials
- Minnesota Statute 115D, Pollution Prevention
- Minnesota Statute 116D, Environmental Policy
- Minnesota Statute 216B.241, Energy Conservation Improvement
- Minnesota Statute 216H.02, Greenhouse Gas Emissions Control
- www.pca.state.mn.us

Policy History:

Date of Adoption: *06/21/2000*
Date of Implementation: *06/21/2000*
Date of Last Review: *xx/xx/2020*

Date & Subject of Amendment:

Xx/xx/2020 - Retitled from "Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices" to "Commitment to Environmental Sustainability." Added topic areas related to sustainability.

11/16/11 - Effective 1/1/12, the Board of Trustees amends all board policies to change the term "Office of the Chancellor" to "system office," and to make necessary related grammatical changes.

05/19/10 - Amended to clarify responsibilities of the chancellor and college and university presidents. The name of the policy was also amended to better reflect its purpose.

10/5/09 - Policy reviewed, no content amendments recommended.

06/18/03 - changes "system office" to "office of the chancellor"

Additional HISTORY

1 **5.17 Commitment to Environmental Sustainability**
2
3 **Part 1. Policy Statement**
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5 college and university campuses and their academic and student support programs. The Board
6 of Trustees promotes reduction of carbon dioxide emissions, energy and water conservation and
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8 dining practices, conservation and protection of the natural environment, and pollution
9 prevention and mitigation, striving to meet and—where practicable—exceed obligations under
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17 learning and student support programs that strive to reduce dependence on fossil fuels and
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> *06/18/03 - changes "system office" to "office of the chancellor"*

Additional HISTORY

30

MINNESOTA STATE

Finance Committee
March 18, 2020
11:00am
McCormick Room
30 7ᵗʰ Street East
St. Paul MN

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 January 28ᵗʰ, 2020 (pp. 1-8)**
2. **Contracts Exceeding $1 Million: Parking Lot Repairs, Minnesota State Community and Technical College, Moorhead Campus (pp. 9-12)**
3. **Lease Amendment: Northwest Technical College and the Hoffman Building HVAC Programming (pp. 13-15)**
4. **Lease Amendment: Metropolitan State University and 1380 Energy Park (pp. 16-18)**
5. **2022 Capital Budget Guidelines (Second Reading) (pp. 19-22)**
6. Proposed Amendment to Board Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (First Reading) (pp. 23-28)

Committee Members:
Roger Moe, Chair
April Nishimura, Vice Chair
Ahmitara Alwal
Ashlyn Anderson
Bob Hoffman
Jerry Janezich
George Soule

President Liaisons:
Joe Mulford
Scott Olson

Bolded items indicate action is required.

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Minnesota State Board of Trustees
Finance Committee Meeting Minutes
January 28, 2020
McCormick Room
30 7th Street East
St. Paul, MN

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

Present by Telephone: None

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

Cabinet Members Present: Interim Vice Chancellor Bill Maki, Vice Chancellor Ramon Padilla

Committee Chair Moe called the meeting to order at 3:30pm.

1. **Approval of the Finance Committee Meeting Minutes**
Committee Chair Moe called for a motion to approve the Finance Committee Meeting Minutes from November 19, 2019. Trustee Nishimura made the motion. Trustee Hoffman seconded. The minutes were approved as written.

Vice Chancellor Maki was recognized by the Chair and presented updates before entering into the agenda:

- Board approved the $54.2M supplemental budget request during the November meeting in Bemidji and that request was submitted to MMB at the end of November and will be one of our priorities during the legislative session.
- A news release has been provided to the committee which highlights the recipients of the Outstanding Service Award and the Chancellor's Award, both presented at the Annual CFO conference on December 12-13.
- Student consultation process for upcoming budget and tuition and fee setting discussions have picked up now that Spring Semester is underway.

Brian Yolitz, joined Vice Chancellor Maki at the front table to present the next agenda item.

2. **Contracts Exceeding $1 Million:**
   a) **McMahon Student Center Renovation, Itasca Community College**
   b) **Phase II of Student Affairs renovation, Minneapolis College**

This item had been previously reviewed by the Facilities Committee. That committee had already voted to approve the recommended motion below.

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 of Trustees authorizes the chancellor or chancellor's designee to execute a construction contract not to exceed $5 million to renovate and construct a new student center at Itasca Community College, provided 1) the college may award the construction contract upon receipt of final, irrevocable financial commitments for non-state contributors/donors in the amount of $4.9 million, and 2) upon providing satisfactory evidence to the chancellor or chancellor's designee of sufficient financial resources encumbered to complete the project.

b. The Board of Trustees authorizes the chancellor or chancellor's designee to execute a construction contract not to exceed $1.7 million for Phase 2 construction of the student affairs renovation located in the T-Building of Minneapolis Community and Technical College.

Trustee Janezich made the motion and Trustee Anderson seconded.

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

3. Property Acquisition: Alexandria Technical and Community College
Associate Vice Chancellor Yolitz provided a summary of the proposed property acquisition.

Committee Chair Moe called for questions.

There were none.

Committee Chair Moe called for a motion to approve the following:

RECOMMENDED MOTION:
The Board of Trustees authorizes the chancellor or chancellor's designee to acquire approximately 20 acres adjacent to Alexandria Community and Technical College for the $1.75

million appraised value plus closing costs and execute documents necessary to finalize the transaction.

Trustee Janezich made the motion. Trustee Hoffman seconded the motion.

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

4. Surplus Property Designation: Alexandria Technical and Community College

Associate Vice Chancellor Yolitz provided a summary of the proposed surplus property designation.

Committee Chair Moe called for any further discussion on this item.

There was none.

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

RECOMMENDED MOTION:

The Board of Trustees designates approximately 8.8 acres of land on the south/easterly part of Alexandria Community and Technical College as surplus and authorizes the chancellor or chancellor's designee to offer the property for sale and execute the documents necessary to finalize the transaction.

Trustee Janezich made the motion. Trustee Hoffman seconded.

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

5. NextGen Vendor Contract Negotiation Approval

Vice Chancellor Maki reviewed the key elements of the status of the NextGen project as discussed earlier in the Committee of the Whole.

Committee Chair Moe called for questions.

Trustee Erlandson asked if the proposed finance plan for this project could be both higher and lower than the figure we have been seeing for the last few years or would that figure be taking from the big pie.

Vice Chancellor Maki responded that because we haven't begun negotiations, and depending on which platform we go with, there may be products we do away with, and additional products we may need to purchase. Additionally, the current estimate of $151.5 million is four

years old and we are not sure what additional contingencies might need to be built into the finance plan, but we will know that as negotiations occur. The number brought forward will be different than the $151.5 but we do not know what it will be because we are still early in the process.

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

RECOMMENDED MOTION:
The Board of Trustees approves the Chancellor or the Chancellor's designee to begin negotiations of contract terms and conditions with selected vendor(s) for the Next Gen ERP solution. The Board will be asked to approve the final contract terms and conditions prior to the contract(s) being executed. At that time, the Board will also be asked to approve a revised finance plan.

Trustee Anderson made the motion. Trustee Nishimura seconded.

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

6. Third Party Owners Representative Contract Approval
Vice Chancellor Maki reviewed the key elements of status of the NextGen Third Party Owners Representative contract.

Committee Chair Moe called for questions.

Trustee Soule asked if there were any diversity considerations applied in choosing this company. Secondly, it is assumed that the $3M fee is in the NextGen budget of $150 million, but this is a breathtaking amount of money to pay someone who is on our side and helping us negotiate and implement this contract with the technology provider. $3 million, even if it was $200 an hour, would be a contract for 15,000 hours. Trustee Soule questioned the use of this amount of time and money on the project when we already have lawyers helping us negotiate this contract.

Vice Chancellor Maki was joined at the presenter's table by Vice Chancellor Padilla.

Vice Chancellor Padilla stated that we used the standard diversity protocol that is currently in board policy in regards to the purchase. None of the vendors that replied to the RFP had any diversity considerations. All of the vendors were equal from that standpoint. Vice Chancellor Padilla further stated that the third party owner's rep is not specifically for negotiations even though they will take part in the negotiations. They are with us throughout the entire project, ensuring that we are doing it right, ensuring that the vendor is doing what is expected, and they will be helping to test and plan with us, assess all major deliverables throughout the entire process, assist in project evaluation, serve as a risk management resource, they will be looking at plans to achieve project scope, and more alongside our program managers and vendor

program managers. This is much more than an oversight role. Because of their expertise, they will help us identify anything missing ahead of time.

Trustee Soule asked how the billing would be done by this entity. Would it be by the hour or a flat fee per year? How do we figure out the $3M?

Vice Chancellor Padilla answered that this was not a fixed bid proposal but is an hourly rate proposal. We have the hourly rates that are currently part of their proposal for each of the resources they bring to the table. The total dollar figure was based on an estimate for the length of the project and their proposal was very robust in terms of number of hours at given points in time. We are comfortable with the numbers they provided us in particular in comparison to their competitors. We think the proposed budget is a fair budget. There is some margin for us to have some flexibility. Risk mitigation is also part of this so that if we lose key leadership individuals critical to the project, the vendor would ensure that the project keeps moving without taking a pause. So the funds are based on an estimate of hours and also some contingency.

Trustee Soule then asked what kind of billing rates would be charged. Vice Chancellor Padilla stated that he did not have the information available but would get them to the board. Trustee Soule followed up by asking if the billing rates have been multiplied by reasonable numbers to get to the $3 million total over 7 years. Vice Chancellor Padilla answered yes.

Trustee Hoffman asked if this was customary. He asked further for an explanation of their function, given that we have Dorsey & Whitney contracted already.

Vice Chancellor Padilla stated that Dorsey & Whitney brings legal expertise to the contract and negotiation portion of the contract. Once completed, unless we have specific issues with the implementation vendor or with the vendor that's providing the software service, our hope would be that we would not have to engage Dorsey & Whitney a lot, otherwise this would indicate we have some problems. But we have them on retainer just in case. The practice of bringing on a third party owner's rep into the ERP implementation is fairly new but is now a best practice. As part of our assurance profile, we want to have the best implementation we can possibly have. BerryDunn enhances our capabilities of bringing the project in on-time and on-budget and being successful. We are still managing the project but they are keeping us and the vendors honest as they are moving along. This is not unlike having a third party owner's rep for the construction of a building. This is highly encouraged.

Chair Cowles stated that the Chair of the Board, leadership of the Audit Committee and Chair of the Finance committee have met throughout the development of the RFP review, to understand where we are in the process. Trustee Vekich was strongly in favor of adding this emerging best practice for this project. This was affirmed in our discussion and information we received from our advisors who consulted on the development of this process.

Trustee Nishimura added that from a business perspective, having an owner's rep or implementation partner is normal. Vendors don't always have the expertise to implement for you and they do not always know your business or how you operate. Having a third party that will look out for our interest and implement on our behalf is definitely a plus. We have never implemented a large ERP system in our history. Leaving it to employees within the system to figure out how to implement an ERP could drag out time and costs.

Trustee Anderson asked where in the budget this was coming from and who was paying for it.

Vice Chancellor Padilla stated that it was part of the overall budget for the project.

Trustee Janezich stated that he was feeling more comfortable than ever because we will have someone on the project from day one even if key staff were to leave.

Trustee Erlandson, referring back to the core RFP process for the NextGen vendor, asked if it was accurate that we interviewed 4 vendors and may negotiate with more than one. Aren't the vendors committed to what they bid? Why are we negotiating? Isn't there a standard contract?

Vice Chancellor Padilla answered that what we are bidding on is complicated and multi-faceted. We will get to negotiate "best and final" for our product.The number they bid is not the number we will finish with and we would hope that the numbers go down. With something as complex as an ERP, we have Terms and Conditions as well as service level agreements. There are many opportunities inside both of those documents for negotiations. Trade-offs could be made. This process is so complex that we hired an outside counsel who do this all the time. Each of the products that have been bid are not identical in any fashion. They all kind of do the same thing but they all bring a different set of capabilities to the table, some stronger in some areas than the others. For these reasons, this proposal is a starting point.

Chancellor Malhotra stated that this was a learning experience. The bids which came back as a result of our RFP are not exactly the same in terms of what functionalities they are offering. We have to measure it against our needs and requirements which is why all these teams were evaluating the proposals. This is not an off-the-shelf product.

Trustee Hoffman stated that he was totally in support this function.

Trustee Erlandson asked Chancellor Malhotra to clarify that in some of the cases the vendors have no demonstrated capability, experience, or references in one of the functions of Finance, Human Resources, and Student Success, but that we would still choose them.

Chancellor Malhotra deferred to Vice Chancellor Padilla for the technical understanding of why this would be true.

Vice Chancellor Padilla explained that in developing ERPs for higher education, the vendors that we are looking at all have products currently in development. Our reference checks and due diligence was based on whether these vendors have been hitting their timelines on what

functionality they are supposed deliver at a particular time. All of the vendors have a gap in some particular area because they are brand new services. These are all new products. They are not the standard ERPs that have been developed and delivered in the past.

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

RECOMMENDED MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a contract with BerryDunn on behalf of the system office for a term not to exceed seven (7) years including renewals and a total amount not to exceed $3,000,000. The Board directs the chancellor or his designee to execute all necessary documents.

Trustee Janezich made the motion. Trustee Hoffman seconded.

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

7. College and University Financial Performance Update
Vice Chancellor Maki thanked Denise Kirkeby and Steve Ernest and their staff for the heavy lifting involved in gathering the information for this report. The Vice Chancellor then presented the audited FY2019 and FY2018 financial statement results and the college and university FY2019 financial health indicators.

Trustee Janezich asked if the funding reserves of the colleges and universities is invested or if it was scattered throughout the institutions. Vice Chancellor Maki answered that this was general fund money so it is invested through the state treasury. There was a pilot program years ago that allowed investment in local banks but that program has ended. The investment return we get is relatively low and based on whatever the overall state treasury is. The Colleges/Universities that have the reserves in question, get to keep the interest earned in the state treasury.

Trustee Janezich asked if the board should change the policy around the indicator for year-to-date enrollment versus budgeted. Vice Chancellor Maki stated that some analysis would have to be done on the value of the indicator over the last four years and how it relates to the financial health of the institutions that trip it. A case could be made to consider changing it given that it was a new indicator but this would have to be discussed with the chancellor's office to determine if it warrants action by the board.

Committee Chair Moe called for questions.

Trustee Soule asked if we have done a score-card per institution and is it something the board would be privy to. Vice Chancellor Maki stated that traditionally, this report has been given at more of a macro level, rather than identifying specific institutions. But this information must also be looked at in context with other measures. The accountability measurements we have as a system, cannot be looked at in isolation. As a drastic example, an institution could have a very high CFI, building up its cash balance, and look very strong on the indicators, but could also have poor student success, underinvesting in student services, and not providing enough academic programs.

Trustee Hoffman asked if we are being proactive in the declining enrollment and demographic issues for 2025. Vice Chancellor Maki replied that there is a lot of work going on to be proactive in recruitment and retention. Our primary initiative of Equity 2030 definitely addresses the enrollment issues that we have. There are two components to this: being a larger contributor to the state goal of getting some type of certificate or degree to the 70% level and closing the achievement gap which means increasing enrollment retention. Both of these actions would improve enrollment. Demographics is a large portion of the enrollment decline. But the economy is good and that also drives enrollment down, particularly at 2-year schools because students can go directly into the job market.

8. 2022 Capital Budget Guidelines (First Reading)
Associate Vice Chancellor Brian Yolitz presented the first reading of the FY2020 Capital Budget Guidelines.

Committee Chair Moe called for questions. There were none.

Committee Chair Moe called on Chair Cowles to make any closing remarks. Chair Cowles stated that the meeting will resume tomorrow at 8:30am.

Committee Chair Moe adjourned the meeting at 5:00pm.

Respectfully submitted: Don Haney, Recorder

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Finance Committee   **Date:** March 18, 2020

Title: Contracts Exceeding $1 Million: Parking Lot Repairs, Minnesota State Community and Technical College, Moorhead Campus

Purpose (check one):

☐ Proposed New Policy or Amendment to Existing Policy	☒ Approvals Required by Policy	☐ Other Approvals
☐ Monitoring / Compliance	☐ Information	

Brief Description:

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

Minnesota State Community and Technical College (MState) seeks Board approval for a construction contract in excess of $1,000,000.

Scheduled Presenter(s):

Finance Committee: William Maki, Interim Vice Chancellor for Finance – Chief Financial Officer
                            Brian Yolitz, Associate Vice Chancellor for Facilities

**MINNESOTA STATE
BOARD OF TRUSTEES**

CONTRACTS EXCEEDING $1 MILLION: PARKING LOT REPAIRS, MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE, MOORHEAD CAMPUS

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

Parking Lot Repairs, Minnesota State Community and Technical College, Moorhead Campus

Minnesota State Community and Technical College (MState) in Moorhead seeks approval to construct a parking lot replacement, anticipating the contract for the prime contractor not to exceed $1.5 million, to replace lots that are over 30-years old, worn out beyond their useful life.

The project is prompted by campus safety, as repeated annual patching is not holding up due to the poor condition of the base causing areas of very rough and potholed surfaces. In addition to the poor condition of the lots, our campus safety committee has raised concerns relative to traffic flow and the uncertainty of our students as to which direction the traffic is meant to flow through the parking lots. This project will address this concern with a change in signage, striping, and entrance curbing. In addition, these lots are the first impression students and the public get of our campus. It is critical to replace the lots to ensure it does not negatively affect the recruitment of students and the public's perception of our campus.

Upon completion, the project will improve the campus first impression, improve safety, address accessibility and better define circulation around the campus as shown on **Attachment A.** The key components include demolishing and replacement of 29,440 square yards of parking lot on the west, south, and east sides of the Moorhead campus. The contract will include removal of current surface and curbs, rebuilding the base including a geotextile fabric matting, and finishing the lots with 6 inches of asphalt as well as signage and striping.

The project is bidding in March. To meet Board policy, the college seeks authority from the Board to enter into a construction contract in an amount not to exceed $1.5 million to accomplish the work. The project will be funded using general fund operations, college reserves, and parking funds.

The college expects to begin work upon receipt of bids and completion of contract by mid-April. Pending Board approval, project work will be completed in one phase beginning in early May 2020 and with final completion expected by the end of August 2020 prior to students returning to campus for fall semester.

RECOMMENDED COMMITTEE ACTION:

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

> The Board of Trustees authorizes the chancellor or chancellor's designee to execute a construction contract not to exceed $1.5 million to repair the west, south and east parking lots of the Moorhead campus of Minnesota State Community and Technical College.

RECOMMENDED BOARD OF TRUSTEES MOTION:

> The Board of Trustees authorizes the chancellor or chancellor's designee to execute a construction contract not to exceed $1.5 million to repair the west, south and east parking lots of the Moorhead campus of Minnesota State Community and Technical College.

Date Presented to the Board of Trustees: March 18, 2020
Date of Implementation: March 18, 2020

Minnesota State Community and Technical College, Moorhead Campus
West, South and East Parking Lot Restoration Overview

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Finance Committee   **Date:** March 18, 2020

Title: Lease Amendment: Northwest Technical College and the Hoffman Building HVAC Programming

Purpose (check one):

☐	Proposed New Policy or Amendment to Existing Policy	☒	Approvals Required by Policy	☐	Other Approvals
☐	Monitoring / Compliance	☐	Information		

Brief Description:

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

Northwest Technical College seeks approval of a lease extension for the Hoffman Building in support of the college's HVAC programming. The extension causes the total cost of the lease to exceed $1 million.

Scheduled Presenter(s):

Finance Committee: William Maki, Interim Vice Chancellor for Finance – Chief Financial Officer
Brian Yolitz, Associate Vice Chancellor for Facilities

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
LEASE AMENDMENT: NORTHWEST TECHNICAL COLLEGE AND THE HOFFMAN BUILDING HVAC PROGRAMMING

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

Northwest Technical College and the Hoffman Building HVAC Programming

The Hoffman Building, also known as the Northwest Technical College Sustainable Environmental Technology (SET) Center, has been leased by Northwest Technical College since 2011 in support of their Residential Plumbing/HVAC program. The Hoffman Building is an open lab space that is two (2) story in height. The height provides an ideal setting for the Residential Plumbing/HVAC program to simulate working in a multi-level construction environment (building simulation for commercial use or housing simulation for residential use). The Residential Plumbing/HVAC program has a current headcount of 33 students, with an overall placement rate of 100%, starting pay of $35,000 per year, and is projected to grow in Northwest Minnesota by 5.4% through 2024. The Northwest Technical College main campus building does not have the interior height of the Hoffman Building, and therefore is not able to accommodate the needs of the program in any owned space.

The initial Hoffman Building Lease in 2011 was for five (5) years with a value over term of $509,954. This initial Lease was subsequently renewed for three (3) years for FY2017-2020 at a term cost of $234,000.

Northwest Technical College seeks approval to extend the Lease for five (5) years, continuing the tenancy through the end of FY2025. This Lease extension would be for approximately 13,795 square feet at an opening rent rate of $9.96/SF ($8,000/monthly). The total value of the 5-year Lease extension, including yearly escalation of rent over the proposed term, is approximately $500,000. The cumulative lease costs since 2011 would total $1.2 million triggering Board of Trustees approval.

RECOMMENDED COMMITTEE ACTION:

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

> The Board of Trustees authorizes the chancellor or the chancellor's designee to enter into a Lease agreement for the Hoffman Building, 808 Paul Bunyan Drive, Bemidji, MN, for an additional term not to exceed five (5) years, and a value over this term not to exceed $500,000.

RECOMMENDED BOARD OF TRUSTEES MOTION:

The Board of Trustees authorizes the chancellor or the chancellor's designee to enter into a Lease agreement for the Hoffman Building, 808 Paul Bunyan Drive, Bemidji, MN, for an additional term not to exceed five (5) years, and a value over this term not to exceed $500,000.

Date Presented to the Board of Trustees: March 18, 2020
Date of Implementation: March 18, 2020

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Finance Committee   **Date:** March 18, 2020

Title: Lease Amendment: Metropolitan State University and 1380 Energy Park

Purpose (check one):

☐ Proposed
New Policy or
Amendment to
Existing Policy

☒ Approvals
Required by
Policy

☐ Other
Approvals

☐ Monitoring /
Compliance

☐ Information

Brief Description:

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

Metropolitan State University seeks approval of a lease extension for 1380 Energy Park. The total cost of the lease is excess of $1 million.

Scheduled Presenter(s):

Finance Committee: William Maki, Interim Vice Chancellor for Finance – Chief Financial Officer
Brian Yolitz, Associate Vice Chancellor for Facilities

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION

LEASE AMENDMENT: METROPOLITAN STATE UNIVERSITY AND 1380 ENERGY PARK

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

Metropolitan State University and 1380 Energy Park

At the November 2019 Board meeting, Metropolitan State University received Board of Trustees approval to extend their soon-to-be expiring lease of approximately 7,946 sq. ft. at 1380 Energy Lane, St. Paul for an additional four (4) months, January 1, 2020 – April 30, 2020 at a rate of $15.12 per sq. ft. per year or approximately $40,000 for the period. The space houses the university's Center for Online Learning, IT Center of Excellence, and the Institute for Professional Development and the four-month extension was to allow the university to continue negotiations with the landlord on a longer term extension of the lease or, in the event of an impasse, relocation out of the leased space. At present, the university continues to negotiate with the landlord.

To avoid negative impacts prior to the end of the academic year to the programs and services offered through the leased space, the university is seeking to extend the term of the lease beyond the current expiration date of April 30, 2020, on a month-to-month basis under the same terms. This extension is for up to eight (8) months, not to go beyond December 31, 2020 at a potential total cost of approximately $80,000

If the full extension is executed for eight months through December 31, 2020 the cumulative value of the lease through all of its amendments going back to 2002 would be $2.35 million.

RECOMMENDED COMMITTEE ACTION:

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

> The Board of Trustees authorizes the Chancellor or the Chancellor's designee to modify, amend and extend the lease at 1380 Energy Lane, Suite 104, St. Paul, which contains approximately 7,946 sq. ft., on a month-to-month tenancy, not to extend beyond December 31, 2020

RECOMMENDED BOARD OF TRUSTEES MOTION:

The Board of Trustees authorizes the Chancellor or the Chancellor's designee to modify, amend and extend the lease at 1380 Energy Lane, Suite 104, St. Paul, which contains approximately 7,946 sq. ft., on a month-to-month tenancy, not to extend beyond December 31, 2020.

Date Presented to the Board of Trustees: March 18, 2020
Date of Implementation: March 18, 2020

MINNESOTA STATE

BOARD OF TRUSTEES

Agenda Item Summary Sheet

Name: Finance Committee   **Date:** March 18, 2020

Title: 2022 Capital Budget Guidelines (Second Reading)

Purpose (check one):

☐	Proposed New Policy or Amendment to Existing Policy	
☒ X	Approvals Required by Policy	
☐	Other Approvals	
☐	Monitoring / Compliance	
☐	Information	

Brief Description:

Board Policy 6.9, *Capital Planning*, calls for the chancellor to develop and recommend for board approval capital funding guidelines for system facilities and real property. These guidelines shape college and university facility project planning and recommendations for capital bonding requests from the State of Minnesota in 2022 as well as potential Revenue Fund bond sales for 2021 and beyond.

Key aspects of the proposed recommendation:
1. Protect and modernize academic and student support spaces
2. Facilitate ~~achieving~~ fulfilling the vision of Equity 2030
3. Energy efficiency and renewable energy infrastructure
4. New square footage that enlarges the campus footprint in rare cases only
5. Value internal and external partnerships
6. Seek funding for college and university priorities

This item has been previously reviewed by the Facilities Committee.

Scheduled Presenter(s):

Brian Yolitz, Associate Vice Chancellor for Facilities

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION
**2022 CAPITAL BUDGET GUIDELINES
(SECOND READING)**

BACKGROUND

Board Policy 6.9, *Capital Planning*, calls for the chancellor to develop and recommend for board approval capital program guidelines for system facilities and real property. Minnesota State is responsible for more than 28 million square feet of college and university facility space and over 7,000 acres of property in its 54 campuses across the state. College and university property and buildings contribute to and influence the delivery of extraordinary higher education and the Minnesota State experience. They set a lasting first impression of our institutions and their programs and directly impact the recruitment, retention, and success of students, faculty, and staff.

Academic facilities, to include classrooms, labs, student support spaces, and offices make up 80% of our facility space and are eligible for capital investment through the State of Minnesota. Revenue Fund facilities, including residence halls, dining facilities, student unions, some parking ramps and lots, along with other auxiliary facilities make up the remaining 20% of campus facilities. Capital investment in these auxiliary facilities come through the sale of revenue bonds.

Capital investment by the State of Minnesota typically occurs in even-year legislative sessions. While the Minnesota State system has statutory authority to conduct Revenue Fund bond sales when needed, they traditionally occur in odd years. It's important that Minnesota State effectively prioritize and invest in the most urgent and impactful capital needs of its colleges and universities. The following guidelines will shape college and university facility project planning, prioritization, and recommendation of capital bonding requests from the State of Minnesota in 2022 as well as potential Revenue Fund bond sales for 2021 and beyond.

Comments and feedback associated with the guidelines presented in the First Reading are annotated with ~~strikethroughs~~ depicting deletions and <u>underscores</u> reflecting additions.

CAPITAL PROGRAM GUIDELINES

1. **Protect and modernize academic and student support spaces.** Uphold our collective stewardship responsibilities by focusing capital investments on maintaining, repairing, <u>reshaping </u>and updating existing campus classroom, laboratory, and student support space to meet and enhance core academic missions of our colleges and universities. Quality facilities directly impact the recruitment, retention, and the success of students, faculty, and staff. Minnesota State's top capital investment priority is preserving the system's facilities, which ensures faculty and students have safe, secure, compliant, and inspiring environments in which to teach and learn, and reduces the impact campus buildings have on operating budgets and the environment.

2. **Facilitate ~~achieving~~ fulfilling the vision of Equity 2030.** Prioritize facility improvements that support student success at Minnesota State colleges and universities. These improvements ~~should ensure~~ will support Minnesota State's ongoing efforts to provide inclusive educational opportunities, grow programs, and improve campus climate and culture.

3. **Energy efficiency and renewable energy infrastructure.** Reduce the long term impact on campus operating budgets and the environment by eliminating obsolete space, creating flexible and adaptable spaces, prioritizing sustainable and efficient construction and operating practices, and utilizing renewable energy systems where practicable.

4. **~~New~~ Additional square footage in rare cases only.** Maximize utilization and potential of existing facility spaces through renovation and retrofit before adding new square footage; additional ~~square footage~~ space that would expand the campus footprint should be considered only in unique situations where options for reutilization or replacement of existing space have been exhausted.

5. **Value Partnerships.** Recognize the value and opportunity presented by regional partnerships and interconnectedness ~~between~~ among Minnesota State colleges and universities, their ~~industry~~ workforce partners and the communities they serve. Leverage community and regional partner support and financial contributions to expand impact of state resources.

6. **Seek funding for college and university priorities.** Seek funding for the capital investment priorities expressed by presidents to meet the most urgent needs of their colleges and universities. Prioritize asset preservation and investments to build upon work enabled by the 2020 and 2021 legislative sessions. Anticipate a chancellor's recommendation for the 2022 capital budget request from the State of Minnesota on the order of $350 million, to support the substantial amount of construction funding needed to complete projects' planning and design efforts from the board's 2020 request and address new and emerging priorities. Revenue Fund bond sales to be based on college and university priorities and the financial viability of individual projects.

OTHER CAPITAL PROGRAM CONSIDERATIONS

While capital bonding is the primary focus of even-year legislative sessions, there may be opportunities for capital bond funding through the State of Minnesota in odd-year sessions. The board has historically supported the completion of unfunded priorities from the bonding session immediately prior to the odd-year session. That strategy is recommended for future odd-year sessions as well. At the conclusion of the 2020 legislative session, staff will provide an update of the final bonding bill and prepare a list of unfunded 2020 priorities for the board to consider for seeking funding for in the 2021 legislative session. A similar approach would be used in preparation for the 2023 legislative session based on outcomes of the 2022 session.

CAPITAL BONDING DEBT MANAGEMENT

The state requires Minnesota State to pay one-third of the total debt service obligation attributable to the individual capital projects funded in a bonding bill (excluding Higher Education Asset Preservation and Replacement (HEAPR) projects). Serving this debt is shared 50% of the debt service addressed with funds taken off the top of the state allocation and 50% paid by the benefiting college or university. Staff will

continue to monitor the impacts of this policy in context with the many other drivers of campus financial conditions.

2021 REVENUE FUND BOND GUIDELINES

The 2019 Revenue Fund bond guidelines will be used as guidance as the system prepares for a potential 2019 revenue bond sale, which is expected to be brought for Board consideration in the fall of 2020. The revenue bond process is distinguishable from the capital bonding process by two primary differences:

1. Minnesota State has statutory authority to issue revenue bond debt, and
2. Each institution is responsible for the full debt associated with their project and must levy student/user fees and charges sufficient to finance the entire debt service and operating expenses for their particular project and program.

To that end, the board will support projects in the revenue fund capital program and bonds sale that:

1. Show evidence of strong student involvement and <u>long-term</u> support for a project
2. Balance student affordability with required reinvestment in the buildings
3. Reduce program operating costs and maintenance backlog
4. ~~Address~~ <u>Align with</u> long-term demographic and associated enrollment forecasts
5. Leverage partnerships or private industry to generate additional income

RECOMMENDED COMMITTEE MOTION:

The Facilities Committee recommends the Board of Trustees adopt the following motion:

> The Board of Trustees approves the 2022 Capital Program Guidelines informing the planning and development of recommendations for a capital budget request for the state of Minnesota in 2022 and potential Revenue Fund bond sales in 2021 and beyond.

RECOMMENDED BOARD MOTION:

> The Board of Trustees approves the 2022 Capital Program Guidelines informing the planning and development of recommendations for a capital budget request for the state of Minnesota in 2022 and potential Revenue Fund bond sales in 2021 and beyond.

Date Presented to the Board of Trustees: March 18, 2020
Date of Implementation: March 18, 2020

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Facilities Committee / Finance Committee   **Date:** March 18, 2020

Title: Proposed Amendment to Board Policy 5.17 Sustainability, Resources

Conservation and Recovery, and Environmentally Responsible Practices (First Reading)

Purpose (check one):

[X] Proposed New Policy or Amendment to Existing Policy	[ ] Approvals Required by Policy	[ ] Other Approvals
[ ] Monitoring / Compliance	[ ] 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 presidents, employee groups, student associations, and campus leadership groups. All comments received from the consultation were considered.

Scheduled Presenter(s):
Brian Yolitz, Associate Vice Chancellor for Facilities

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MINNESOTA STATE
BOARD OF TRUSTEES

BOARD POLICY – FIRST READING			
Chapter	5	Chapter Name	Administration
Section	17	Policy Name	Commitment to Environmental Sustainability

1   **5.17 Commitment to Environmental Sustainability**
2
3   **Part 1. Policy Statement**
4   Minnesota State is committed to principles of environmental sustainability in the operation of
5   college and university campuses and their academic and student support programs. The Board
6   of Trustees promotes reduction of carbon dioxide emissions, energy and water conservation and
7   efficiency, reduction of solid waste, alternative transportation options, sustainable food and
8   dining practices, conservation and protection of the natural environment, and pollution
9   prevention and mitigation, striving to meet and—where practicable—exceed obligations under
10 law and executive orders.
11
12 **Part 2. Responsibilities**
13 The chancellor, in concert with college and university presidents, shall develop procedures and
14 initiatives that reflect long-term environmental stewardship of the campuses and surrounding
15 environment. The chancellor shall develop facilities planning guidelines, design and construction
16 standards, and energy conservation, and procurement procedures as well as academic, service
17 learning and student support programs that strive to reduce dependence on fossil fuels and
18 provide long-term stewardship of campus and community resources.
19
20 College and university presidents shall develop and implement campus-based initiatives in
21 support of these practices, and identify and report accomplishments consistent with Part 3.
22
23 **Part 3. Accountability**
24 Colleges, universities, and the system office shall appoint a point of contact for sustainability
25 issues and facilitate development and implementation of campus-based initiatives. The point of
26 contact shall maintain records regarding recycling, energy and water consumption and
27 conservation, and pollution prevention efforts and shall monitor and communicate programs,
28 initiatives and curriculum addressing sustainability. The system office and each college and
29 university shall report progress and accomplishments periodically to the Board.

Related Documents:

Deleted: Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices

Deleted: system

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Deleted: resources

Deleted: recovery

Deleted: environmentally responsible practices, including energy conservation and

Deleted: .

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Deleted: The system office, and each college and university,

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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 Statute 115A, Waste Management Act
- Minnesota Statute 16B.121, Purchase of Recycled, Repairable, & Durable Materials
- Minnesota Statute 115D, Pollution Prevention
- Minnesota Statute 116D, Environmental Policy
- Minnesota Statute 216B.241, Energy Conservation Improvement
- Minnesota Statute 216H.02, Greenhouse Gas Emissions Control
- www.pca.state.mn.us

Policy History:

Date of Adoption: 06/21/2000
Date of Implementation: 06/21/2000
Date of Last Review: xx/xx/2020

Date & Subject of Amendment:
Xx/xx/2020 - Retitled from "Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices" to "Commitment to Environmental Sustainability." Added topic areas related to sustainability.
11/16/11 - Effective 1/1/12, the Board of Trustees amends all board policies to change the term "Office of the Chancellor" to "system office," and to make necessary related grammatical changes.
05/19/10 - Amended to clarify responsibilities of the chancellor and college and university presidents. The name of the policy was also amended to better reflect its purpose.
10/5/09 - Policy reviewed, no content amendments recommended.
06/18/03 - changes "system office" to "office of the chancellor"

Additional HISTORY

1 **5.17 Commitment to Environmental Sustainability**
2
3 **Part 1. Policy Statement**
4 Minnesota State is committed to principles of environmental sustainability in the operation of
5 college and university campuses and their academic and student support programs. The Board
6 of Trustees promotes reduction of carbon dioxide emissions, energy and water conservation and
7 efficiency, reduction of solid waste, alternative transportation options, sustainable food and
8 dining practices, conservation and protection of the natural environment, and pollution
9 prevention and mitigation, striving to meet and—where practicable—exceed obligations under
10 law and executive orders.
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16 standards, and energy conservation, and procurement procedures as well as academic, service
17 learning and student support programs that strive to reduce dependence on fossil fuels and
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28 initiatives and curriculum addressing sustainability. The system office and each college and
29 university shall report progress and accomplishments periodically to the Board.

Related Documents:
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> the statute number.
> - Minnesota Statute 115A, Waste Management Act
> - Minnesota Statute 16B.121, Purchase of Recycled, Repairable, & Durable Materials
> - Minnesota Statute 115D, Pollution Prevention
> - Minnesota Statute 116D, Environmental Policy
> - Minnesota Statute 216B.241, Energy Conservation Improvement
> - Minnesota Statute 216H.02, Greenhouse Gas Emissions Control
> - www.pca.state.mn.us

Policy History:

Date of Adoption: *06/21/2000*
Date of Implementation: *06/21/2000*
Date of Last Review: *xx/xx/2020*

Date & Subject of Amendment:
 Xx/xx/2020 - Retitled from "Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices" to "Commitment to Environmental Sustainability." Added topic areas related to sustainability.
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 10/5/09 - Policy reviewed, no content amendments recommended.
 06/18/03 - changes "system office" to "office of the chancellor"

Additional [HISTORY](#)
30

MINNESOTA STATE

Joint Audit and Finance Committee
March 18, 2020
11:45 a.m.
McCormick 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.

1. **CliftonLarsonAllen Contract Extension/Amendment (External Auditing Services) (pages 1-3)**
2. **Baker Tilly Contract Extension/Amendment (Internal Auditing Services) (pages 4-6)**
3. Information Security Consultation Project - Phase 3 Results (pages 7-35)

Audit Committee Members:

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

Finance Committee Members:

Roger Moe, Chair
April Nishimura, Vice Chair
Ahmitara Alwal
Ashlyn Anderson
Bob Hoffman
Jerry Janezich
George Soule

Presidential Liaisons:

Richard Davenport
Stephanie Hammitt

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: Joint Audit and Finance Committee   **Date: March 18, 2020**

Title: CliftonLarsonAllen Contract Extension/Amendment (External Auditing Services)

Purpose (check one):

☐ Proposed New Policy or Amendment to Existing Policy	☒ Approvals Required by Policy	☐ Other Approvals
☐ Monitoring / Compliance	☐ Information	

Brief Description:

Minnesota State's current contract with CliftonLarsonAllen, LLP (CLA) expires in March 2020. Originally approved by the board in April 2017, the contract includes an option to extend it up to an additional three years.

In November 2019, the board authorized 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 CLA for a term not to exceed three years.

The system office is seeking approval of CLA as the system wide auditor for fiscal years 2020, 2021 and 2022, including a three year extension and a $1,077,650 contract amendment bringing the total contract to $2,051,700 million.

Board Policy 1A.2, Board of Trustee, requires the Audit Committee to oversee the selection and select one or more independent auditors to audit system-level financial statements and recommend their appointment to the board. 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.

Scheduled Presenter(s):
Eric Wion, Executive Director of Internal Auditing
Bill Maki, Interim Vice Chancellor of Finance and Facilities

ACTION ITEM
CliftonLarsonAllen Contract Extension/Amendment (External Auditing Services)

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.

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.

In November 2019, the board authorized 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 CLA for a term not to exceed three years.

The system office is seeking approval of a three year extension and a $1,077,650 amendment to its contract with CliftonLarsonallen, LLP bringing the total contract to $2,051,700 million to provide the following audit services for fiscal years 2020, 2021, and 2022.

- Systemwide financial statement audit
- Revenue Fund financial statement audit

- 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 (2021)
- System Office IT Assessment (Fiscal Year 2022 only)
- Perkins Closeout Audits and other mutually agreed upon services – as needed

RECOMMENDED COMMITTEE ACTION:
The audit and finance committees recommend that the Board of Trustees adopt the following motions:

RECOMMENDED BOARD OF TRUSTEES MOTION:
The Board of Trustees approves the appointment of CliftonLarsonAllen as the systemwide external auditor for Minnesota State for fiscal years 2020, 2021, and 2022.

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a three year extension and $1,077,650 amendment to the CliftonLarsonAllen, LLP contract for external auditing services bringing the contract to a not to exceed amount of $2,051,700. The board directs the chancellor or the chancellor's designee to execute all necessary documents.

Date Presented to the Board of Trustees: March 18, 2020

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

Name: Joint Audit and Finance Committee   **Date: March 18, 2020**

Title: Baker Tilly Contract Extension/Amendment (Internal Auditing Services)

Purpose (check one):

☐	Proposed New Policy or Amendment to Existing Policy	☒ (X)	Approvals Required by Policy	☐	Other Approvals
☐	Monitoring / Compliance	☐	Information		

Brief Description:

Minnesota State's current contract with Baker Tilly Virchow Krause, LLP (Baker Tilly) for co-sourced internal auditing services expires June 30, 2020. The contract includes an option to extend it up to three additional years.

In November 2019, the board authorized 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 for co-sourced internal auditing services for a term not to exceed three years.

To accomplish the internal audit work in fiscal year's 2021, 2022, and 2023, the system office is seeking approval of a three year extension and a $1,800,000 amendment bringing the total contract to $4.0 million.

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.

Scheduled Presenter(s):
Eric Wion, Executive Director of Internal Auditing
Bill Maki, Interim Vice Chancellor of Finance and Facilities

ACTION ITEM
Baker Tilly Contract Extension/Amendment (Internal Auditing Services)

BACKGROUND

To meet the needs of Internal Auditing and Minnesota State, the staffing model changed to a co-sourced model in 2017. Funding for the new model was provided by six unfilled auditor positons.

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 nearly three years and a key contributor in its success. As such, the option to extend the contract is being sought.

The master contract is not a guarantee of work and Internal Auditing is not committed to issuing work orders or spending any money for services. Rather, Internal Auditing requests work as needed by completing a work order for each project. The work order formally authorizes Baker Tilly to proceed with work and establishes the terms, duties, and agreed compensation.

In November 2019, the board authorized 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 for co-sourced internal auditing services for a term not to exceed three years.

To accomplish the internal audit work in fiscal year's 2021, 2022, and 2023, the system office is seeking approval of a three year extension and a $1,800,000 amendment to its contract with Baker Tilly Virchow Krause, LLP bringing the total contract to $4.0 million.

The contract is funded year-by-year from the Office of Internal Auditing's budget and has previously required a contract amendment each year. If the proposed amendment is approved, an annual amendment would no longer be required. Instead, $600,000 would be encumbered at the start of each of the three fiscal years.

RECOMMENDED COMMITTEE ACTION:
The audit and finance committees recommend that the Board of Trustees adopt the following motion:

RECOMMENDED BOARD OF TRUSTEES MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a three year extension and $1,800,000 amendment to the Baker Tilly Virchow Krause, LLP contract for continued internal auditing services bringing the contract to a not to exceed amount of $4,000,000. The board directs the chancellor or the chancellor's designee to execute all necessary documents.

Date Presented to the Board of Trustees: March 18, 2020

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

Name: Joint Audit and Finance Committees   **Date:** March 18, 2020

Title: Information Security Consultation Project - Phase 3 Results

Purpose (check one):

☐ Proposed New Policy or Amendment to Existing Policy

☐ Approvals Required by Policy

☐ Other Approvals

☐ Monitoring / Compliance

☒ Information

Brief Description:

Internal Auditing will present the results of Phase 3 of its Information Security Consultation advisory project.

The overall objective of this project was to assist management in developing a strategy for a sustainable program for conducting ongoing information security assessments of the "Top 5 Information Security Domains" across Minnesota State's colleges, universities, and the system office to help ensure the domains and associated controls are implemented, and provide management insight into the protection of systems and data.

Scheduled Presenter(s):
Eric Wion, Executive Director of Internal Auditing
Mike Cullen, Internal Auditing (Manager, Baker Tilly)
Ramon Padilla, Vice Chancellor – Chief Information Officer

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES

BOARD INFORMATION
Information Security Consultation Project - Phase 3 Results

BACKGROUND

The overall objective of this advisory project was to assist management in developing a strategy for a sustainable program for conducting ongoing information security assessments of the "Top 5 Information Security Domains" across Minnesota State's colleges, universities, and the system office to help ensure the domains and associated controls are implemented, and provide management insight into the protection of systems and data.

Internal auditing collaborated with the System Office's Information Security, Risk, and Compliance Office on the project. It was broken into three separate phases.

- Phase 1 focused on assessing the design of the overall information security program and the Top 5 Information Security Domains.
- Phase 2 focused on developing an assessment methodology and piloting that methodology with four institutions and the system office.
- Phase 3 evaluated potential assessment models and approaches for management to consider when designing an assessment program.

Separate reports were previously issued for Phase 1 and Phase 2.

Date Presented to the Board of Trustees: March 18, 2020

3/18/2020

Office of Internal Auditing

Information Security Consultation

Phase 3 Results

(Advisory Project)

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Agenda

- Background

- Project Objective

- Top 5 Security Domains

- Scope and Methodology

- Observations and Recommendations

- Three Lines of Defense

- Next Steps

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Background

- Collaborated with System Office's Information Security, Risk, and Compliance Office

- Conducted the project in three phases

- Set overall objective to improve the Minnesota State information security program, commonly called the Top 5 Information Security Domains

Background

Phase	Scope	Status
1: Program Review	• Reviewed the Top 5 Information Security Domains document and recommended improvements • Collaborated with Information Security to revise the Top 5 guidance • Developed a high-level plan for Phase 2	Completed June 2018
2: Pilot Assessments	• Developed a methodology and conducted assessments for each pilot institution's Top 5 implementation • Recommended improvements to the Top 5 • Developed a high-level plan for Phase 3	Completed April 2019
3: Assessment Program	• Assisted management in developing a strategy for conducting ongoing assessments of the Top 5 Information Security Domains at college, universities, and the system office	Completed February 2020

Project Objective – Phase 3

- Assist management in developing a strategy for a sustainable program for conducting ongoing assessments of the Top 5 Information Security Domains across colleges, universities, and the system office; with the goal of ensuring the domains are implemented and providing management insight into the protection of systems and data

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Top 5 Security Domains

Application Security

Vulnerability Management

Data Classification and Inventory

Secure Network Engineering

Controlled Use of Administrative Privileges

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Scope and Methodology

- Identified potential assessment models
- Developed rubric and assessed each model
- Documented key observations and recommendations in written advisory report

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Observations

- Minnesota State's size, structure, and complexity make developing an assessment program very difficult

  - 37 institutions and 54 campuses, plus system office

  - Many disparate technologies, practices and processes

  - Few dedicated information security positions

- One size fits all assessment model for all colleges, universities, and the system office will not work

Observations – Assessment Models Evaluated

Model	Description	Level of Assurance	Resources Required
Self-Assessment	Assessments are conducted by personnel at the institution being assessed.	Low	Low
Facilitated Self-Assessment	Self-Assessment with the assistance of trained partners from other institutions.	Low to Moderate	Moderate
Self-Assessment with Validation	Self-Assessment with trained partners from other institutions determining whether the self-assessment results are valid using a common set of tools and templates.	Moderate	Moderate
System Office Assessment	Assessments are conducted by the system office's Information Security Office using a common set of tools and templates.	Moderate to High	Moderate to High
Independent Third-party Assessment	Assessments are conducted by an independent third-party consultant using a common set of tools and templates.	High	High

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Recommendations

- Recommend a multi-faceted program where each institution is assessed on a periodic basis

  - Determine resource needs for program

  - Leverage different models for different institution types, with differing frequency of occurrence

  - Consider the applicable risks (e.g., based on institution size, maturity of information security, resources)

  - Report results to institutional leadership and system office

  - Report periodically on overall program to board

  - Define in either policy, procedure or operating instruction

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Recommendations - Sample Assessment Program (For Illustration)

Model	Institution Size	Institution Maturity	Frequency
Self-Assessment	All	Any	Annually
Facilitated Self-Assessment	Small	Low	Every two years
Self-Assessment with Validation	Medium	Moderate	Every three years
System Office and/or Independent Third Party Assessments	Large	Moderate to High	Every three years

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Institute of Internal Auditor's 3 Lines of Defense Model
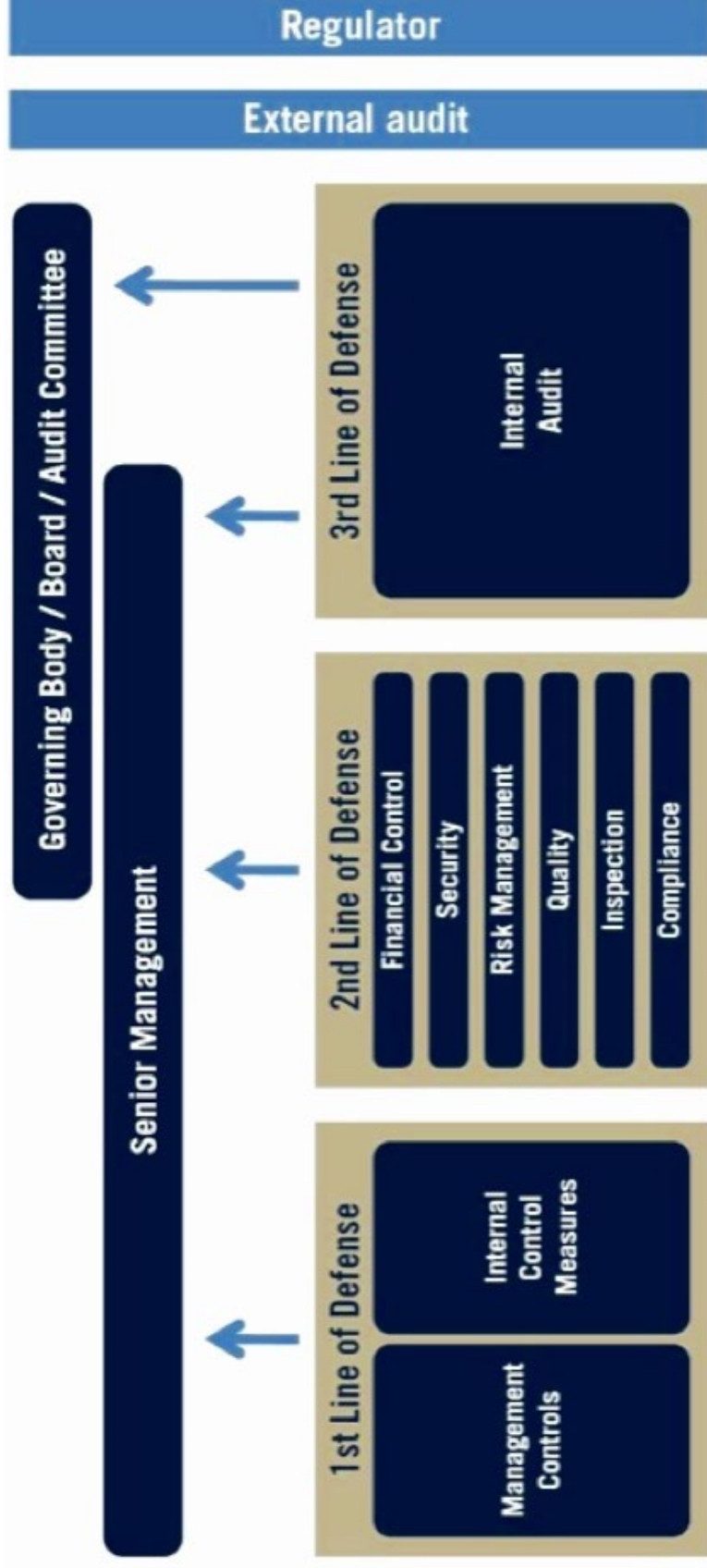
Adapted model of Three Lines of Defense (The Institute of Internal Auditors, 2013)

Putting It All Together – The 3 Lines of Defense

First Line

College, university, and system office IT functions

- Day-to-day ownership and management of risks and controls
- Managers and staff responsible for mitigating risk to an acceptable level
- Collectively, they should have the necessary knowledge, skills, information, and authority to operate the relevant policies and procedures of risk control
- Requires an understanding of the organization, its objectives, the environment in which it operates, and the risks it faces

Second Line

Information Security, Risk, and Compliance Office

- Oversee compliance or the management of risk and controls
- Functions provide the policies, frameworks , tools, techniques and support to enable risk and compliance to be managed in the first line
- Conducts monitoring to judge how effectively they are doing it
- Helps ensure consistency of definitions and measurement of risk

Third Line

Office of Internal Auditing

- Provide independent assurance
- Provided by IA who sits outside the risk management processes of the first two lines of defense
- IA's main roles are to ensure that the first two lines are operating effectively and advise how they could be improved
- Tasked by, and reporting to the board's audit committee, provides an evaluation, through a risk-based approach, on the effectiveness of governance, risk management, and internal control to the organization's governing body and senior management

Next Steps

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March 18, 2020
Office of Internal Auditing

Information Security Consultation Phase 3
Advisory Project

MINNESOTA STATE

Reference Number: 2020-03
Report Classification: Public Data

March 18, 2020

Dear Members of the Minnesota State Board of Trustees,
Chancellor Malhotra,
Vice Chancellor Padilla

This report presents the summary results of Phase 3 for the Office of Internal Auditing's Information Security Consultation advisory project.

We have identified areas for improvement to assist in the maturation of the Minnesota State information security program. The recommendations focus on developing a sustainable program to conduct ongoing information security assessments across Minnesota State while taking into consideration the size, structure, complexity and uniqueness of Minnesota State and its individual colleges, universities, and system office. The results of the project were discussed with system office leadership on February 28, 2020.

The project was conducted in conformance with the International Standards for the Professional Practice of Internal Auditing.

We would like to thank the team from the system office's Information Security, Risk, and Compliance Office for their cooperation, participation, and input throughout the project. We would also like to thank college and university personnel who provided us input. Their participation was a tremendous value in helping to inform the project.

Sincerely,

Eric Wion, CPA, CISA, CISSP
Executive Director

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Information Security Consultation Phase 3

Table of Contents

Report Summary

Background

The Minnesota State information security program and its supporting document, commonly referred to as the Top 5 Information Security Domains (Top 5), are designed to be implemented by all 37 colleges and universities and the system office to protect systems and data based on each entity's unique information security risks. The program provides control guidance in each of the five domains, rather than strict, prescriptive control requirements. This allows each college and university and the system office to implement the Top 5 Information Security Domains to fit their unique environments and risks.

The Information Security, Risk, and Compliance Office (Information Security Office) led by the Chief Information Security Officer and part of the system office Information Technology Services (ITS) division, coordinates the program for Minnesota State and manages the program's implementation at the system office. The risk profile for the system office is different from that of the colleges and universities. ITS manages Minnesota State's mission critical enterprise systems (e.g., ISRS, the learning management system D2L, system-wide network), which are used by all of the colleges and universities. Information Security works to protect these critical systems using the Top 5 Information Security Domains.

Chief Information Officers at each college and university are responsible for implementing the program on their campus. Colleges and universities each have different risk profiles depending on their mission, academic programs, and operations. Each is responsible for managing a variety of computer devices, systems, and networks. To protect the specific systems and data, each college and university should follow the Top 5 Information Security Domains. With few exceptions, the majority of our colleges and universities lack full time information security specialists. Instead information security tasks are layered on other responsibilities of information technology positions, both formally, as part of job descriptions, and informally.

The Office of Internal Auditing (Internal Audit) collaborated with Information Security Office on this multi-phase advisory project. Phase 1 of the project focused on assessing the design of the overall information security program, specifically the "Information Security Plan Template – Top 5 Initiatives" guidance document. The document includes definitions of the Top 5 Information Security Domains. Phase 2 focused on developing an assessment methodology and piloting that methodology with four institutions and the system office. Finally, Phase 3 focused on assisting management in identifying a sustainable program for conducting ongoing assessments of the Top 5 Information Security Domains across Minnesota State. Separate reports were issued at the completion of each phase.

Objectives

The overall objective of this advisory project is to assist management in developing a strategy for a sustainable program for conducting ongoing assessments of the Top 5 Information Security Domains across Minnesota State's colleges, universities, and the system office to help ensure the domains are implemented and provide management insight into the protection of systems and data.

Scope and Methodology

Internal Audit collaborated with Information Security Office to determine the potential assessment models to evaluate as well as the individuals from across the system to participate.

To achieve the objective, we conducted the following activities:
- Identified potential assessment models.
- Developed a rubric to evaluate each potential assessment model.
- Analyzed the potential assessment models.
- Recommended specific model(s) to implement.

Summary Observations and Recommendations

Given the size, structure, and complexity of the system, any system wide programs or initiatives inherently require dedicated resources and efforts. The information security program requires additional efforts and specific skilled resources since many varied technologies are used at the colleges and universities. These factors make assessing the Top 5 Information Security Domains across 37 different institutions very difficult.

As such, we evaluated potential assessment models using a variety of attributes, in an effort to determine the best model(s) for the system. Since the colleges and universities vary in size and the maturity of their information security programs, multiple attributes were used to assess each assessment model. Since the system contains 37 institutions and 54 campuses, plus the system office, each with disparate technologies, standards, practices, and processes, as well as few dedicated information security positions or specialists, some of the models will likely only work for certain types of institutions.

Table 1 summarizes the models and two of several attributes considered: the level of assurance the assessment model provides and the personnel and financial resources required. The spectrum ranges from self-assessment, requiring the least resources but also providing the least assurance, to independent third-party assessment that provides the most assurance, but at the greatest cost.

Table 1: Assessment Models Evaluated

Assessment model	Assessment model description	Assurance provided	Personnel resources required	Financial resources required
Self-Assessment	Assessments are conducted by personnel at the institution being assessed using a common set of tools and templates.	Low	Low	Low
Facilitated Self-Assessment	Assessments are conducted by personnel at the institution being assessed with the assistance of trained partners from other institutions using a common set of tools and templates.	Low to Moderate	Moderate	Low
Self-Assessment with Validation	Assessments are conducted by personnel at the institution being assessed with the assistance of trained partners from other institutions. Those trained partners determine whether the self-assessment results are valid using a common set of tools and templates.	Moderate	Moderate	Moderate
System Office Assessment	Assessments are conducted by the system office Information Security Office using a common set of tools and templates.	Moderate to High	Moderate to High	Moderate
Third-party Independent Assessment	Assessments are conducted by an independent third-party consultant using a common set of tools and templates.	High	High	High

Based on our work, we recommend a multi-faceted program where each institution is assessed on a periodic basis using one or more of the assessment models. Additionally, we recommend the assessment requirement be defined in either board policy, system procedure, or operating instruction.

We recommend management develop an assessment program that leverages different models for different types of institutions, considering the applicable risks (e.g., risk determined by size and/or information security maturity, institutional resources), with differing expectations for frequency. Table 2 provides a sample multi-faceted program for illustrative purposes. This sample program is similar to how currently the system office conducts its own self assessments of ITS and periodically uses third-party independent assessments to validate the results. Also, at the conclusion of every assessment, the report of results should be shared with the institution's leadership and system office Information Security Office.

Furthermore, the Information Security Office should allocate resources to manage the assessment program. While only one model requires system office personnel resources for direct execution (i.e., System Office Assessment), the program will require Information Security Office personnel to coordinate and monitor the execution for all the other assessment models used as part of a multi-faceted program.

Table 2: Sample Assessment Program (for illustrative purposes)

Assessment model	Institution size	Maturity	Frequency suggested	Report distribution
Self-Assessment	All	Any	Annually (during years when other models are not used at the institution)	Institution leadership and system office's Information Security Office
Facilitated Self-Assessment	Small	Low	Every two years	Institution leadership and system office's Information Security Office
Self-Assessment with Validation	Medium	Moderate	Every three years	Institution leadership and system office's Information Security Office
System Office Assessment	Medium to Large	Moderate to High	Every three years	Institution leadership and system office's Information Security Office
Third-party Independent Assessment	Large	Moderate to High	Every three years	Institution leadership and system office's Information Security Office

The detailed analyses for each assessment model are detailed in the Observations section of the Detailed Report.

Detailed Report

Approach

To achieve the objective, we performed the following activities:

- Identified potential assessment models, based on the results of Phase 2.
- Collaborated with Information Security Office to develop the project approach.
- Developed an evaluation rubric to illustrate how each model scores against internally developed categories: availability, consistency, cost, experience, knowledge, and scalability.
- Collaborated with the system office to identify information technology (IT) and information security personnel from select colleges and universities in order to gather feedback and perspective on the assessment models.
- Conducted interviews with the designated participants to obtain their feedback for each assessment model.
- Analyzed the potential assessment models against internally developed categories.
- Summarized the results of the conducted interviews and ranked each option using the evaluation rubric.

Observations

We identified five assessment models to evaluate in order to determine a strategy for a sustainable program for conducting ongoing assessments of the Top 5 Information Security Domains across Minnesota State. These models were:

- Self-assessment – An institution conducts an assessment of their implementation of the Top 5 Information Security Domains executed by their own personnel using a common template or tool.
- Facilitated Self-Assessment – An institution conducts an assessment of their implementation of the Top 5 Information Security Domains executed with trained partners from other institutions using a common template or tool.
- Self-assessment with Validation – An institutions conducts an assessment of their implementation of the Top 5 Information Security Domains executed with trained partners from other institutions, then those trained partners conduct validation on the assessment to determine if the self-assessment results are valid, all while using a common template or tool.
- System Office Assessment – The system office Information Security Office conducts an assessment of an institutions implementation of the Top 5 Information Security Domains executed using a common template or tool.

- Third-party Independent Assessment – A contracted third-party consultant conducts an assessment of an institutions implementation of the Top 5 Information Security Domains executed using a common template or tool.

For each model, we identified the specific observations related to various evaluation attributes defined for this project. These attributes included the following:

- Assessor – The resource(s) charged with conducting/leading the assessment model. Uniformity of the approach in assessing institutions required. Experience executing and/or assessing the Top 5 required.
- Assurance provided – The level of validation received that the institution has implemented the Top 5 Information Security Domains. Knowledge of the Top 5 and related security concepts required.
- Personnel resources required – The level of personnel required to execute the assessment model, including existing and new resources.
- Financial resources required – The level of financial investment required to execute the assessment model.
- Institution type or maturity – The categories of institution type (e.g., small to large) and level of maturity for the institution's information security program.
- Frequency suggested – The interval at which the assessment model should be executed to provide appropriate coverage based on type and/or maturity.

Table 3 below summarizes each model we evaluated along with six key attributes used. This summary shows how the models have different assessors, level of assurance provided, amount of resources required, as well as the applicability to various types of institutions, and suggested frequency. The attribute values also vary depending on the attribute itself. Where ratings are used (e.g., low, moderate, high), these ratings are meant to demonstrate a continuum as such:

- **High** – Attribute requires sustained efforts and/or resources to implement.
- **Moderate** – Attribute requires recurring efforts and/or resources to implement.
- **Low** – Attribute requires minimal efforts and/or resources to implement.

Table 3: Assessment Models with Key Attributes

Assessment model	Assessor	Assurance provided	Personnel resources required	Financial resources required	Institution type or maturity	Frequency suggested
Ad-hoc Assessments (Current State)	Institution resources	Low	Low	Unknown	Varies (current)	Ad-hoc (current)
Self-assessment	Institution resources	Low	Low	Low	All	Annually

Assessment model	Assessor	Assurance provided	Personnel resources required	Financial resources required	Institution type or maturity	Frequency suggested
					Any Maturity	
Facilitated Self-Assessment	Trained partners from other institutions	Low-moderate	Moderate	Low	Small and Medium Low Maturity	Every two years
Self-assessment with Validation	Trained partners from other institutions	Moderate	Moderate	Moderate	Medium Moderate Maturity	Every two/three years
System Office Assessment	System office	Moderate-high	Moderate to High	Moderate	Medium and Large Moderate to High Maturity	Every three years
Third-party Independent Assessment	Consultant	High	High	High	Large High Maturity	Every three years

Recommendations

Based on our analysis, one specific assessment model will not meet all of the diverse needs of the system, while also balancing the constraints of adding resources. As such, we recommend the system take the following actions:

1. Implement a specific, defined program for conducting on-going information security assessments across the system.
   a. Evaluate and identify system office resources needs/requirements to manage and execute the assessment program.
   b. End the current state ad-hoc assessment process.
   c. Define the specific program assessment approach based on the results of this review and management's own analysis.
   d. Implement the assessment program.

2. Select a combination of the various evaluated assessment models for increasing the level of assurance provided by the assessment activities.
   a. Determine which types of institutions require the use of additional assessment models, considering the applicable risks (e.g., risk determined by size and/or information security maturity, institutional resources).
   b. Establish the key templates and tools to be used in each assessment model.
   c. Expand existing Top 5 training to include how to use the templates and tools to conduct the various assessment models (e.g., self-assessment, self-assessment with validation).
   d. Schedule a timeline for system office or third-party consultants to prepare, execute, and report on the selected assessment model.
   e. Gather and analyze the results of the self-assessments, assigning risk ratings or scores to each institution.
   f. Use the risk ratings or scores to determine additional assessment activities.
   g. Report periodically on the overall assessment program to the Board

3. Define the assessment program, including specific system office, college, and university requirements, in Board Policy, System Procedure, or Operating Instruction.

Office of Internal Auting

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Human Resources Committee
March 18, 2020
1:15 pm
McCormick 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. 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 January 29, 2020 (pp 1-2)**
2. **Appointment of President of Inver Hills Community College and Dakota County Technical College. (pp 3-4)**
3. **Appointment of President of North Hennepin Community College (pp 5-6)**

Committee Members:
Mike Vekich, Chair
George Soule, Vice Chair
Ahmitara Alwal
Dawn Erlandson
Roger Moe
Rudy Rodriguez
Cheryl Tefer

Bolded items indicate action is required.

Minnesota State Board of Trustees
Human Resources Committee
McCormick Room
January 29, 2020

Committee members present: *Trustee Mike Vekich, Chair; Trustee George Soule, Vice Chair. Trustees: Ahmitara Alwal, Dawn Erlandson, Roger Moe, Rudy Rodriguez and Cheryl Tefer.*
Other Leadership Council: *Devinder Malhotra, Chancellor*
President Liaisons: *Annette Parker and Ginny Arthur*

Committee Chair Mike Vekich called the meeting to order at 10:08 am.

1. **Minutes of November 20, 2019**

2. **Minutes of Joint Meeting with Audit Committee of November 20, 2019**

Chair Vekich announced a quorum of the Human Resources committee and welcomed President Ginny Arthur and President Annette Parker, Vice Chancellor for Human Resources, Mr. Eric Davis and Senior System Director for Labor Relations, Mr. Chris Dale. Chair Vekich asked for comments regarding the minutes presented from the November 20, 2019 HR Committee and the Joint Audit / HR Committee. Hearing none, a motion to approve was called. Trustees Soule and Erlandson motioned and the minutes were adopted.

3. **2019-2021 Minnesota State College Faculty Bargaining Contract**

Chair Vekich announced the Minnesota State College Faculty membership has ratified the agreement which is before this body and called on Vice Chancellor Davis to advise the Board on the tentative agreement on the terms of the November 14, MSCF Master Agreement covering FY 20 through FY 21.

Mr. Davis thanked the board and noted that President Parker, who was seated at his table, is also on the bargaining team that will be summarized. Mr. Davis introduced Chris Dale.

Mr. Dale thanked his colleague Betsy Thompson, for negotiating this deal and provided an overview of the summary sheet that was handed out to the Board. In brief, the settlement provides for modest salary increases, an extension of tuition waiver benefits to dependents when a faculty member dies during employment, the State Group Employee Insurance Plan as negotiated by MMB with MAPE and AFSCME and a number of language changes that the parities believe will enhance the clarity of the contract and make its application more consistent. Mr. Dale reviewed the key economic and language changes of the plan.

Chair Vekich called on President Parker to speak to her experience as a member of this process. President Parker replied that it was a wonderful process and thanked Mr. Davis and Labor Relations for the collaborative language and support request of faculty.

Chair Vekich then opened the floor to the HR Committee Trustees for comments: Discussion was held regarding clarification of the "H" and "M" numbers referred to in Mr. Dale's overview.

Chair Vekich requested that Vice Chancellor Davis present, at a future date, the total increase of combined bargaining plans for the committee to review. The vice chancellor agreed to collect and provide the data to the Chair.

The Human Resources Committee recommended that the Board of Trustees adopt the following motion:

The Board of Trustees approves the terms of the 2019-2021 labor agreement between Minnesota State Colleges and Universities and the Minnesota State College Faculty (MSCF) and authorizes Chancellor Devinder Malhotra to sign the agreement on behalf of the Board of Trustees.

Chair Vekich asked for a motion to approve. Trustee Moe moved and Trustee Soule approved the motion. No further discussion. No one opposed. The motion was approved.

The meeting was adjourned at 10: 18 AM.

Name of Recorder:
Tamara Mansun

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Human Resources Committee   **Date: March 18, 2020**

Title: Appointment of President of Inver Hills Community College and
**   Dakota County Technical College**

Purpose (check one):

☐ Proposed New Policy or Amendment to Existing Policy

☒ Approvals Required by Policy

☐ Other Approvals

☐ Monitoring / Compliance

☐ Information

Brief Description:

It is anticipated that Chancellor Malhotra will recommend an individual to appoint as President of Inver Hills Community College and Dakota County Technical College.

Scheduled Presenter: Devinder Malhotra, Chancellor

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION
APPOINTMENT OF PRESIDENT OF INVER HILLS COMMUNITY COLLEGE AND DAKOTA COUNTY TECHNICAL COLLEGE

BACKGROUND

It is anticipated that Chancellor Malhotra will recommend an individual for the presidency at Inver Hills Community College and Dakota County Technical College.

RECOMMENDED COMMITTEE MOTION

The Human Resources Committee recommends that the Board of Trustees adopt the following motion.

RECOMMENDED BOARD MOTION

The Board of Trustees, upon the recommendation of Chancellor Malhotra, appoints _____ as President of Inver Hills Community College and Dakota County Technical College, effective July 1, 2020, subject to the completion of an employment agreement. The board authorizes the chancellor, in consultation with the chair of the board and chair of the Human Resources Committee, to negotiate and execute an employment agreement in accordance with the terms and conditions of the Minnesota State Colleges and Universities Personnel Plan for Administrators.

Date of Adoption: March 18, 2020

Date of Implementation: July 1, 2020

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Human Resources Committee　　　　　**Date: March 18, 2020**

Title:　Appointment of President of North Hennepin Community College

Purpose (check one):

☐ Proposed
New Policy or
Amendment to
Existing Policy

☒ Approvals
Required by
Policy

☐ Other
Approvals

☐ Monitoring /
Compliance

☐ Information

Brief Description:

It is anticipated that Chancellor Malhotra will recommend an individual to appoint as
President of North Hennepin Community College.

Scheduled Presenter: Devinder Malhotra, Chancellor

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
APPOINTMENT OF PRESIDENT OF NORTH HENNEPIN COMMUNITY COLLEGE

BACKGROUND

It is anticipated that Chancellor Malhotra will recommend an individual for the presidency at North Hennepin Community College.

RECOMMENDED COMMITTEE MOTION

The Human Resources Committee recommends that the Board of Trustees adopt the following motion.

RECOMMENDED BOARD MOTION

The Board of Trustees, upon the recommendation of Chancellor Malhotra, appoints _____ as President of North Hennepin Community College, effective July 1, 2020, subject to the completion of an employment agreement. The board authorizes the chancellor, in consultation with the chair of the board and chair of the Human Resources Committee, to negotiate and execute an employment agreement in accordance with the terms and conditions of the Minnesota State Colleges and Universities Personnel Plan for Administrators.

Date of Adoption: March 18, 2020

Date of Implementation: July 1, 2020

Board of Trustees Meeting
Minnesota State
McCormick Room
Wednesday, March 18, 2020
2:00 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 the Committee of the Whole, January 28, 2020**
2. **Minutes of the Board of Trustees Meeting, January 29, 2020**
3. **Approval of Mission Statement: Riverland Community College**
4. **2022 Capital Program Guidelines**
5. **Contract Exceeding $1 Million: Parking Lot Repairs, Minnesota State Community and Technical College, Moorhead Campus**
6. **Lease Amendment: Northwest Technical College and the Hoffman Building HVAC Programming**
7. **Lease Amendment: Metropolitan State University and 1380 Energy Park**
8. **CliftonLarsonAllen Contract Extension/Amendment (External Auditing Services)**
9. **Baker Tilly Contract Extension/Amendment (Internal Auditing Services)**

Board Policy Decisions (Second Readings)
1. **Proposed Amendment to Policy 2.6 Intercollegiate Athletics**
2. **Proposed Amendment to Policy 3.26 Intellectual Property**

Board Standing Committee Reports

Human Resources Committee, Michael Vekich, Chair
1. **Appointment of President of Dakota County Technical College and Inver Hills Community College**
2. **Appointment of President of North Hennepin Community College**

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

Academic and Student Affairs Committee, Alex Cirillo, Chair
- Equity in Action: Understanding and Addressing Local and Regional Student Needs

Committee of the Whole, Jay Cowles, Chair
- COVID-19 Preparedness Planning

Facilities Committee, Jerry Janezich, Chair
- Proposed Amendment to Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (First Reading)

Finance Committee, Roger Moe, Chair
- Proposed Amendment to Policy 5.17 Sustainability, Resources Conservation and Recovery, and Environmentally Responsible Practices (First Reading)

Joint Audit and Finance Committees, George Soule and Roger Moe, Co-chairs
- Information Security Consultation Project – Phase 3 Results

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

Consent Agenda
Minnesota State
McCormick Room
Wednesday, March 18, 2020
2:00 PM

In addition to the board members attending in person, some members may participate by telephone.

Consent Agenda
1. **Minutes of the Committee of the Whole, January 28, 2020 (pp. 1-5)**
2. **Minutes of the Board of Trustees Meeting, January 29, 2020 (pp. 7-14)**
3. **Approval of Mission Statement: Riverland Community College**
   (pp. 20-24 of the Academic and Student Affairs Committee's meeting materials)
4. **2022 Capital Program Guidelines**
   (pp. 19-22 of the Finance Committee's meeting materials)
5. **Contract Exceeding $1 Million: Parking Lot Repairs, Minnesota State Community and Technical College, Moorhead Campus**
   (pp. 9-12 of the Finance Committee's meeting materials)
6. **Lease Amendment: Northwest Technical College and the Hoffman Building HVAC Programming (pp. 13-15 of the Finance Committee's meeting materials)**
7. **Lease Amendment: Metropolitan State University and 1380 Energy Park**
   (pp. 16-18 of the Finance Committee's meeting materials)
8. **CliftonLarsonAllen Contract Extension/Amendment (External Auditing Services)**
   (pp. 1-3 of the Joint Audit and Finance Committees' meeting materials)
9. **Baker Tilly Contract Extension/Amendment (Internal Auditing Services)**
   (pp. 4-6 of the Joint Audit and Finance Committees' meeting materials)

Bolded items indicate action is required

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

Members Present: Trustees Ahmitara Alwal, Ashlyn Anderson, Alex Cirillo, Jay Cowles, Dawn Erlandson, Robert Hoffman, Jerry Janezich, Roger Moe, April Nishimura, George Soule, Cheryl Tefer, and Samson Williams.

Members Absent: Rudy Rodriguez, Louise Sundin, and Michael Vekich.

Cabinet Members Present: Chancellor Devinder Malhotra, Executive Director of Internal Auditing Eric Wion, Vice Chancellor Ramon Padilla

Guest: Michael Cullen

The Minnesota State Colleges and Universities Audit Committee held its meeting on January 28, 2020, in the 4th Floor McCormick Room, 30 East 7th Street in St. Paul. Trustee Cowles called the meeting to order at 1:00 p.m. He introduced new Trustee Ahmitara Alwal.

1. NextGen Project Risk Review #5 Results
   Mr. Eric Wion, Executive Director for the Office of Internal Auditing, introduced Mr. Mike Cullen, Baker Tilly Virchow Krause.

   Mr. Wion began by reflecting on the prior four project risk reviews, stating that the work had gone quite well. While there had been some recommendations in prior project risk reviews, they had not identified any fundamental problems with the project. The project has been running very well.

   Mr. Wion stated that the level of assurance being provided is noteworthy including internal audit's work, the external review of the draft RFP, and shortly will include the addition of a third-party owner rep. He stated that the board should not only be proud of the projects success to date but also extremely proud of what has been built and put in place to help ensure the project's continued success. He thanked the project team and especially the project manager, Melinda Clark, for continued cooperation and assistance as internal audit does its work. Finally, he offered his congratulations to the project team on the milestone they had reached with the project.

   Mr. Cullen stated that the two main objectives of the NextGen Project Risk Review is to provide assurance to the Board on project risk management and to provide assurance and advisory guidance to the project Steering Committee on project risk leading practices.

Mr. Cullen stated that the overall conclusion was that the project risks were being managed. Based on the current timeline in phase one and the project activities that have been going on for the last few months, there is a very low risk that phase one will not result in successfully meeting the project goals.

Mr. Cullen stated that there was one recommendation in project execution related to specific items that the vendor demonstrations should cover to make sure that these solutions can meet the needs. He reminded members that the Minnesota State RFP had 4,000 requirements for the vendors to respond to and ensure that key specific requirements were demoed. The project team took that feedback and incorporated it into those vendor requirements as part of the RFP process.

Mr. Cullen stated that this has been a very structured process for proposal evaluation from developing a scoring rubric specific to this project to scoring both the written proposals with numerous people, doing vendor demos with all the constituent groups, scoring those and coming to an overall conclusion.

Mr. Cullen noted that there were a total of 18 recommendations, 17 of which have been resolved by the project team, and the one that remains open related to the identification of internal control points within the system, will remain open for the time being because it cannot be addressed until the implementation piece starts.

Mr. Cullen stated that they will continue to perform their activities and serve as part of the steering committee in an ex officio capacity. The next checkpoint will happen sometime later this year, the exact timing will be determined based on the next phase of the project and the negotiations with vendors.

Trustee Hoffman asked if the process was clean and transparent. Mr. Cullen assured him that it had been. Trustee Nishimura asked if dash boards and reporting had been built into the requirements. Mr. Cullen stated that they were part of the 4000 requirements in the RFP.

2. NextGen Update
   Mr. Ramon Padilla, Vice Chancellor – CIO, introduced President Scott Olson, Winona SU.

   Mr. Padilla stated that the project is going according to plan and will be entering into vendor negotiations, the final milestone of Phase One. He highlighted the many accomplishments that have taken place so far.

   Mr. Padilla stated that fifty-seven individuals from across Minnesota State helped to develop a very thorough and robust RFP. He thanked Campus Works for their help over the last four years. In addition, the RFP was reviewed by internal audit and external consulting firm BerryDunn. The RFP contained 4,000 requirements.

   Mr. Padilla thanked all the vendors that responded to the RFP, stating it was no small feat. Four

vendors were selected to move into the next phase. Those were Campus Management, Ellucian, Oracle, and Workday. Mr. Padilla stated that they were very pleased with the proposals that came forward.

The demo portion of the process started in November 2019 ran through January 2020. The vendors followed a very precise script. The evaluation process lasted three days for each vendor. The evaluators completed a survey. The evaluators were the subject matter experts who will actually be using the tools. In addition, faculty and student experience sessions were published for community engagement in December and January.

President Olson stated that the process was efficient and impressive. Much attention was given to ensure that the right product will be chosen. He stated that when the process is done correctly you build stakeholder buy in and he added that this process was handled brilliantly. The process was broadly inclusive, it was data driven, and it was intense. He added that he had confidence that this process had a lot of integrity. President Olson offered kudos to the project team, Vice Chancellor Ramon Padilla, project leader Melinda Clark, and Campus Works. He stated that it was really good working with them and we're not done yet.

Mr. Padilla explained the RFP process and the number of scrips and questions the venders had to answer during their three day demonstration process. He stated that it was as scientific as they could make the process.

Mr. Padilla explained the vendor selection process pending action by the Finance Committee. The next steps would be to enter into negotiations with one or more vendor(s), with the assistance of external counsel Dorsey and Whitney and a third-party owner's representative. He noted that until negotiations have concluded, the identity of the vendor(s) will not be announced. The selected vendor will be announced at a board meeting in the spring.

Mr. Padilla talked about the decision-making process. The entire process was an exceedingly rich change management opportunity, because through this intense and time consuming process, our community came away with a much deeper understanding of what ERPs can offer and how organizations select one. Those who took part in the RFP process and in the business process review are now more invested in NextGen and well prepared to be change champions at the institutional level.

Mr. Padilla stated that after going through this process for the last four years, and in particular business process review and the RFP reviews, Minnesota State is ready. The dedication, the intensity, and the energy that the subject matter experts brought to this work was absolutely incredible. They are excited to move forward. He added that he was amazed at how smoothly the business process went. He stated that he had all the confidence in the world that from an employee, and a student, and a faculty, and a leadership standpoint, Minnesota State can do this.

Mr. Padilla stated that it had been a four-year journey. Countless people shared their time, effort, and expertise to get to this point at the end of Phase One. We owe a great debt of gratitude to all of them. And he added with gratitude, that we got here because of the hard work and dedication of the evaluation teams.

Trustee Cirillo asked if the $6 million spent included the cost of people's time. Mr. Padilla stated that travel and expenditures were included, but employee time was not.

Trustee Williams asked about the importance of student representatives during the first phase of the project. Mr. Padilla stated that they had good participation and at the appropriate levels. He noted that as we get closer to student implementation and planning that need will be greater, and we will need much closer involvement. He stated that there are transition management teams at each of the campuses and they have worked hard to make sure that all stakeholders are involved, and that message is getting out. We did receive comments from both students and faculty.

Trustee Cowles asked Mr. Padilla to review overall project timeline from the appendix materials. Mr. Padilla reviewed the timeline. He stated that there will be many streams of planning, but they will all be related to project planning and change management planning which will be happening simultaneously. He reviewed tentative timelines for Finance planning and implementation, HR/Payroll planning and implementation and Student Solutions planning and implementation. In addition, he noted that there were other things happening that have been going on behind the scenes to get ready. At the end of the day, the project plan for NextGen will be hundreds of pages long, and will go down to the minutia, including testing, validation, internal controls, and so on. He stated that it is a highly complex project that will require a great deal of energy.

Trustee Cowles asked if the Oversight Committee would change as a result of the change in work. Mr. Padilla stated that the intent is to keep the steering committee intact throughout the process if possible. Trustee Cowles asked if there was a process in place to handle turnover so that lessons learned and experiences would be transmitted to the incoming leaders. Mr. Padilla stated that everything that that was done in the steering committee was documented by the project manager. She keeps records of decisions that are made, and outstanding issues that need to be dealt with. He stated that the goal has been to create a process that is independent of individuals. With a 10 year project, you have to be able to build in turnover in individuals whether they're at the board level, at the steering committee level, or even at the subject matter expert level. He stated that they had worked to make sure that they either have backup, or third party representation that can step in if needed, in all areas in order to ensure that we continue to function.

Trustee Cowles thanked all the presenters. He stated that this has been a spectacular effort on the part of a large and diverse team throughout the system. The fact that it has resulted in energy building, and not energy depletion is a very good sign. He stated that as trustees, they needed to recognize that this was the execution of a major project, well done by staff at

Minnesota State who have been delegated great responsibility. He stated that we have reached an important milestone in the NextGen project. We are about to enter into negotiations with vendors, one of whom will supply us with forward looking, commercial, cloud based technology that replaces ISRS and becomes our new administrative and student system.

The team of subject matter experts that was assembled for this work came from across the colleges and universities, and the system office. One of the critical things that Vice Chancellor Padilla mentioned in his presentation was that the RFP team was made up of the very people who will use the software.

Trustee Cowles stated that he and his fellow trustees were grateful for the work undertaken by so many across the system, work that has gotten us just one step away from our launching point for phase two. He stated that they were also very excited about all that comes next as we select a vendor and implement the technology that will enable us, as Chancellor Malhotra has said, to increase the success of our students at every single step on their higher education journey from application to graduation and long afterwards. This is incredibly important to every one of us, because when our students succeed, so do the communities our colleges and our universities serve all across Minnesota.

Chancellor Malhotra expressed, on behalf of the 16,000 faculty and staff and 375,000 students, a deep debt and gratitude to all the teams that worked on this project.

The meeting adjourned at 1:52 p.m.
Respectfully submitted by Darla Constable

Minnesota State Colleges and Universities
Board of Trustees Meeting Minutes
January 29, 2020

Present: Chair Jay Cowles, Vice Chair Roger Moe, and Trustees Ahmitara Alwal, Ashland Anderson, Alex Cirillo, Dawn Erlandson, Bob Hoffman, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Michael Vekich, and Samson Williams, and Chancellor Devinder Malhotra.

Absent: Trustee Jerry Janezich

Convene and Call to Order
Chair Jay Cowles called the meeting to order at 2:45 pm. He acknowledged Trustee Dawn Erlandson who was participating in the meeting by telephone.

Chair's Report, Jay Cowles
Chair Cowles welcomed Trustee Ahmitara Alwal, a student at Winona State University, who was appointed to the Board of Trustees by Governor Walz on December 16, 2019.

Chair Cowles thanked Trustee AbdulRahmane Abdul-Aziz who served on the board since October 24, 2017.

Chair Cowles introduced Dan Drain who is the new assistant the board office. He also acknowledged the members of the Minnesota State College Faculty's emerging leaders program who are in the audience.

Chair Cowles commented that the board has had valuable discussions and deliberations during the committee meetings over the past two days. The meetings have been thoughtful and informative. He thanked the committee chairs, cabinet members, and the president liaisons for setting the agendas and for providing the relevant context during the presentations.

Chancellor's Report, Devinder Malhotra
> Thank you Chair Cowles, Vice Chair Moe, members of the board. It's a new year. So I thought I would try something different and I'm not referring to my jacket, but to the fact that I'll keep my remarks brief.

FY2020 Legislative Session
> In just two short weeks the 2020 legislative session will begin. Earlier this month Governor Walz released his capital program proposal for higher education at Anoka-Ramsey Community College and it was indeed great news. And even though I was 7,000 miles away in India, it still sounded very great even so far apart from there. Governor Walz has approved almost 97% of our requests and so indeed our deep gratitude and our appreciation to Governor Walz's foresight in making sure that the state is ready to make

strategic investments in our physical infrastructure to create the learning landscape for our students, which they need and deserve. My thanks to President Hanson and Anoka-Ramsey Community College faculty and staff who hosted the governor's press conference at a very short notice and I thought did a superb job. To President Ester of Normandale Community College my gratitude and appreciation for her too, for being there and for speaking and sharing the impact of these projects for our students, our faculty, and for our staff. Chair Cowles and Trustee Tefer, thank you for your support and your attendance of that event. I know for Trustee Tefer it must have been a joyous homecoming because the event at the college had a very special meaning because it was held in the classroom and labs where the governor and lieutenant governor toured with Trustee Tefer had taught for well over 25 years. So thank you for being there.

We are indeed grateful to the governor and lieutenant governor for their support of Minnesota State's capital and asset preservation needs. Going into the legislative session with the strong support of $142.5 million for asset preservation and all 15 campus projects on the board's approval list is indeed a great first step. This demonstrates the strengths and needs across our campuses to better serve the needs of our students and our communities. Also a reminder that was mentioned in the remarks of Trustee Erlandson during the Engagement and Outreach Committee work.

Minnesota State Day at the Capital
On February 24th we will have the opportunity to display that strength at the second Minnesota State day at the Capitol. As we did last year, there will be program demonstrations from six institutions highlighting the experiences our students have and the teaching and learning and indeed the magic that occurs in the classroom and the hard work of our faculty and staff. Unlike last year we hope that the weather cooperates, the temperatures are temperate and remain above zero. We are not asking too much but above zero would be good.

Executive Searches, Dakota County Technical College and Inver Hills Community College and North Hennepin Community College
Now for some updates. First, the executive searches. There are two presidential searches going on currently. One is at Dakota County Technical College and Inver Hills Community College and then North Hennepin Community College. Again my appreciation to President Hanson of Anoka-Ramsey Community College and Anoka Technical College and President Sharon Pierce of Minneapolis College for their leadership of the search advisory committees and my appreciation also to the students, faculty, staff, and community members who are serving on the search committees for these presidential searches.

I have had conversations with the folks from our search consultants at the Association of Community College Trustees for these searches and have been pleased with their efforts and support to identify the leaders of these two colleges. I'm convinced that the applicant pools in both of these searches are very robust and sufficiently diverse. About a third of the

candidates come from communities of color or of native origin and about half of them I think are women, so we are looking forward to these searches. I look forward to bringing forth my recommendation from these two presidential searches at the March meeting of the board.

Equity 2030 Update

Now finally a little update on Equity 2030. As I have previously shared with the board this past fall I had extensive conversations with students, faculty, and staff around the goal of Equity 2030 and the work ahead. I must again emphasize that a focus on closing the educational equity gaps is not new. Our colleges and universities are already engaged in this important work. However, as we all know that we are still very frustrated by the fact that no matter how hard we have worked on closing the educational equity gap it has proven to be intractable over the last two and a half decades. So Equity 2030 provides an unequivocal statement of where our sense of priorities and our focus will be as a system. I will be the first to admit that given the enormity and complexity of the project that not everything has been figured out and that there is tremendous amount of ambiguity about the next steps and it could perhaps be characterized as fuzzy. This is a complex and a multi-faceted issue that will require intentional research, design, testing and continued assessment. When we think about the complex change that will be required it can be daunting. I am appreciative of the discussions I've had with presidents, campus administrators, and leadership from our bargaining units and leadership of our statewide student associations. It is only together with everyone's commitment and ideas and everybody having a seat at the table that we can make Equity 2030 a reality.

Chancellor's Fellows

One step along the way was that we were successful in hiring four Chancellor's Fellows who were introduced yesterday during the lunch. They have been on the job for three weeks today. They started in January and in the very next week we sent them to a leadership institute in Washington DC and now they are in the midst of finalizing their project plans. I must say that all indications are that they have hit the ground running each and every one of these four Chancellors Fellows with their deep passion for their work and their commitment to the underlying goals of Equity 2030 and a very strong work ethic. These fellows will lead the development of the foundational frameworks, which will provide the underpinnings of the operational structures to accomplish Equity 2030. They're working on fine-tuning their action plans for their six-month engagement and they'll be working primarily in three areas – one area is data disaggregation and predictive and data analytics, and another area is target setting and developing a monitoring framework and information around quality improvement. Finally, the third area they would be focusing on would be academic equity strategy work and then they will be looking at what are the ways in which we can be more creative, innovative, and nimble in developing not only culturally responsive pedagogy in the classroom, but also support structures for our students outside the classroom so that we increase the likelihood of their success and enhance access to individuals from historically marginalized groups.

This early idea of the Chancellor's Fellows align our bringing to light the work that I shared with the board at our November meeting. What I'm most excited about is the capacity of these fellows to be able to connect with students, faculty, and staff on our campuses through a series of learning sessions to learn not only what is currently being done but where the gaps are. This complemented with my external outreach focused on bringing together agencies and organizations to focus on addressing the additional barriers that our students face and there are many.

Chair Cowles and Vice Chair Moe that concludes my remarks. However Chair Cowles with your indulgence I would like to yield the rest of my time and invite the four fellows up to the table to address the board.

Chancellor Malhotra invited the Chancellor's Fellows to come to the presenters table for introductions and comments.
- Dr. Jeffrey Ueland, professor, The Center for Sustainability Studies at Bemidji State University. His background is in geographic information systems remote sensing and spacial analytics. He is the Chancellor Fellow for predictive analytics.
- Dr. Ajaykumar Panicker, professor of sociology and graduate program director of social responsibility at St. Cloud State University. He is one of the two fellows for academic equity strategy.
- Dr. Ruthanne Kim, unlimited faculty member in the Department of Philosophy at Minneapolis College. She is serving as an academic equity strategy fellow.
- Dr. Doris Hill, affiliated with North Hennepin Community College. She is a Chancellor Fellow for target setting.

Chair Cowles thanked the Chancellor's Fellows for their comments and added that he looks forward to hearing progress reports on their work.

Consent Agenda
1. **Minutes of the Board of Trustees Meeting, November 20, 2019**
2. **2019-2021 Minnesota State College Faculty Bargaining Contract**
3. **State of Minnesota Perkins V Plan**
4. **Restructuring of the Northeast Higher Education District**
5. **Property Acquisition: Alexandria Technical and Community College**
6. **Surplus Property Designation: Alexandria Technical and Community College**
7. **NextGen Vendor Contract Negotiation Approval**
8. **Third Party Owners Representative Contract Approval**
9. **Contracts Exceeding $1 Million**
   a. **McMahon Student Center Renovation, Itasca Community College**
   b. **Student Affairs Renovation, Phase 2, Minneapolis Community and Technical College**

Following a motion by Trustee Moe and a second by Trustee Rodriguez, the Consent Agenda was adopted.

Board Policy Decisions

Chair Cowles announced that all three board policy decisions were reviewed as second readings during the Academic and Student Affairs Committee meeting. The committee recommended approval of them.

1. **Proposed Amendment to Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration**
2. **Proposed Amendment to Policy 3.27 Copyrights**
3. **Proposed New Policy 3.43 Accreditation**

Trustee Vekich moved approval of all three policies. Trustee Cirillo seconded and the motion carried.

Board Standing Committee Reports

Committee of the Whole, Jay Cowles, Chair
1. NextGen Project Risk Review #5 Results
   Chair Cowles reported that the committee heard from Executive Director Eric Wion and Mike Cullen, Baker Tilly on the NextGen Project Risk Review results. There are strong oversight and accountability processes in place.
2. NextGen Update
   Vice Chancellor Ramon Padilla gave the update since the launch of the NextGen ERP replacement project in March of 2016. Chair Cowles thanked all of the team participants who worked on the RFP development process over the past four years.

Audit Committee, George Soule, Chair
- Project Update: Institution Financial Control Review
  Committee Chair Soule reported that Executive Director Wion provided an update on the institution financial controls. Saint Paul College participated in a pilot project to assess their financial controls. Saint Paul College's Vice President Scott Wilson provided an update on the project from the campus perspective.

Facilities Committee, Louise Sundin, Vice Chair
- 2022 Capital Program Guidelines (First Reading)
  Committee Vice Chair Sundin reported that Associate Vice Chancellor Brian Yolitz provided several updates including that the House Capital Investment Committee has finished its visits to campuses around the state. The Senate Committee is visiting metro area projects.

  The committee also heard an overview of the 2022 Capital Program Guidelines as a first reading. The major themes are to protect and modernize student support spaces,

facilitate progress towards Equity 2030, energy efficiency, and renewable energy infrastructure, new square footage in rare cases only, value partnerships, and seek funding for college and university priorities. Trustee Sundin suggested adding student homelessness. The guidelines will be presented for a second reading at the March meeting.

Finance Committee, Roger Moe, Chair
1. College and University Financial Performance Update
Committee Chair Moe reported that Interim Vice Chancellor Maki provided an update on the college and university financial performance. The update covered FY2019 and FY2018 financial statements and the financial health indicators for 2019. Colleges and universities continue to face financial and enrollment challenges and they are working hard to solve them.
2. 2022 Capital Program Guidelines (First Reading)
Trustee Moe thanked Trustee Sundin for her report on the 2022 Capital Program Guidelines.

Academic and Student Affairs Committee, Alex Cirillo, Chair
1. Proposed Amendment to Policy 2.6 Intercollegiate Athletics (First Reading)
Committee Chair Cirillo reported that the proposed amendment to Policy 2.6 updated the language. There were no changes to the content.

2. Proposed Amendment to Policy 3.26 Intellectual Property (First Reading)
Committee Chair Cirillo explained that the proposed amendment to Policy 3.26 reorganizes the types of work, adds student internship agreements and open educational resource agreements, deletes the intellectual property coordinator language, and adds language on the system legal counsel's review of contracts involving intellectual property. Both policies will be presented for a second reading in March.

Committee Chair Cirillo also mentioned the reorganization of the Northeast Higher Education District that was approved by the Academic and Student Affairs Committee and approved on the Board's Consent Agenda. He complimented Interim President Michael Raich and former NHED President Bill Maki for their work on the restructuring.

Human Resources Committee, Michael Vekich, Chair
- Report of the Committee
Committee Chair Vekich reported that the committee approved the Minnesota State College Faculty Bargaining Contract. The committee thanks Vice Chancellor Davis and his team as to the elements of the contract which the board adopted and also to the Minnesota State College Faculty.

Diversity, Equity, and Inclusion Committees, Rudy Rodriguez, Chair
- Title IX Civil Rights Compliance Update

Committee Chair Rodriguez reported the committee received an update on Title IX and Civil Rights Compliance. Dr. Clyde Pickett, Chief Diversity Officer, facilitated the presentation given by Andriel Dees, System Office Civil Rights and Title IX Compliance Officer, and Lori Mikl, Director of Affirmative Action/Equity & Legal Affairs and Title IX Coordinator at Winona State University. The discussed ongoing efforts to address sexual violence on the campuses and surrounding communities. We have consistent and proactive measures that focus on continuous improvement. The key takeaway is that we want everyone to feel safe on our college and university campuses.

Outreach and Engagement Committee, Louise Sundin, Vice Chair
1. Partnership for Teachers of Color Pathway
   Committee Vice Chair Sundin summarized that the Partnership for the Teachers of Color Pathway is with Southwest Minnesota State University, Minnesota West Community and Technical College, Worthington Public Schools (District 518), and The Southwest Initiative Foundation to create a teacher prepared pathway that will increase the diversity of teacher candidates in the region. Committee Vice Chair Sundin thanked everyone for the presentation.

2. Workforce Development Scholarships Update
   Committee Vice Chair Sundin commented that this presentation gave on overview of the legislative report on the Workforce Development Scholarship Program and the efforts to match scholarship funds with trade associations and other employer groups. The Minnesota Precision Manufacturing Association presented a $30,000 check in support of advanced manufacturing scholarships to Minnesota State. Committee Vice Chair Sundin thanked everyone for the presentation.

Student Associations
1. President Oballa Oballa and Vice President Priscilla Mayowa, LeadMN, addressed the Board of Trustees.
2. State Chair Ola Abimola, Treasurer Prapti Niroula, and Vice Chair Sandra Shimba, addressed the Board of Trustees.

Minnesota State Colleges and Universities Bargaining Units
1. President Brent Jeffers, Inter Faculty Organization, was not present but he submitted prepared remarks that were read by Chair Cowles.
2. President Matt Williams and Treasurer Kent Quamme, Minnesota State College Faculty, addressed the Board of Trustees.

Trustee Reports
Chair Cowles thanked the trustees who participated in the following fall commencement ceremonies: Winona State University; Minnesota State University, Mankato; Metropolitan State University; Minnesota State University Moorhead; Anoka Technical College; and St. Cloud State

University. Chair Cowles added that several trustees attended LeadMN's Scholarship Gala. Trustees also attended the introduction of President Stephanie Hammitt at Fond du Lac Tribal and Community College, and Governor Walz's press conference at Anoka-Ramsey Community College in Coon Rapids. Last, Trustee Vekich is serving on the Association of Governing Boards Principles Project to develop a statement of governing principles for higher education leaders.

Trustee Sundin invited everyone to attend the Nellie Stone Johnson Scholarship Dinner on March 19, 2020, at the Bloomington DoubleTree hotel.

Adjournment
There being no further business, Chair Cowles adjourned the meeting a 4:38 pm.

MINNESOTA STATE
Board of Trustees

Board Policy Decisions
Minnesota State
McCormick Room
Wednesday, March 18, 2020
2:00 PM

In addition to the board members attending in person, some members may participate by telephone.

Board Policy Decisions (Second Readings)
1. **Proposed Amendment to Policy 2.6 Intercollegiate Athletics**
   (pp. 5-8 of the Academic and Student Affairs Committee's meeting materials)
2. **Proposed Amendment to Policy 3.26 Intellectual Property**
   (pp. 9-19 of the Academic and Student Affairs Committee's meeting materials)

Bolded items indicate action is required

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

- 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