Minnesota State Colleges and Universities
Board of Trustees and Leadership Council
Joint Meeting
Hibbing Community College
July 23, 2019

Present: Chair Jay Cowles, Vice Chair Roger Moe, and Trustees AbdulRahmane Abdul-Aziz, Alex Cirillo, Dawn Erlandson, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Michael Vekich, and Chancellor Devinder Malhotra.

Absent: Trustees Ashlyn Anderson and Samson Williams

Call to Order
Chair Cowles called the meeting to order at 1:15 pm. He acknowledged Trustee Hoffman who was participating in the meeting by telephone. He thanked Interim President Michael Raich for hosting the meeting and invited him to make some comments. Interim President Raich welcomed everyone to Hibbing Community College.

Chancellor's Opening Remarks
Chancellor Malhotra announced that the Board of Trustees received the Report on Reimagining Minnesota State at the June meeting. Two members of the Forum Advisory Group, MayKao Hang and Ken Holmen, testified at the June meeting. The board accepted the report and charged the chancellor with developing the next steps and to present them at the board's retreat in September.

The chancellor explained that the overarching goal for 2030 is equitable outcomes for all students. Plans are evolving on hosting an Equity Summit next year that will address housing insecurity, food insecurity, and other student needs. Talks have also been underway with Commissioner Steve Grove, Department of Employment and Economic Development, on hosting a joint summit on workforce development. Chancellor Malhotra also noted that he embarked on a road trip earlier in the month to highlight the Workforce Development Scholarships.

Student Success Part I: Overview and Discussion of Student Demographics
Senior Vice Chancellor Ron Anderson gave an overview of student demographics. Our students are increasingly demographically diverse. For example, in 2009, 44% of students were underrepresented (students of color or American Indian student, first generation, or Pell eligible) whereas the number increased to 49% in 2018. Out students are also more academically diverse. The persistence rates and completion rates at the colleges have narrowed, but the gaps are not yet closed. At the universities, the persistence rates have fluctuated, and the completion rates are wider than just five years ago.

Sr. Vice Chancellor Anderson invited table top discussions and asked each group for suggestions and take-aways to improve the persistence and completion rates. One person at each table took notes and gave them to Sr. Vice Chancellor Anderson.

Key points and suggestions derived from the notes are listed below:

Data:
- Institutional research is very important, and events like data summits have proven useful.
- While system-level data has some value, we need to drill down into campus-level data to inform decision making and practice change.
- We need to get data in the hands of those who can use it to influence practice.
- We need to ensure that we are looking at the right measures to help us understand if we're doing the right things.
- We need to ensure that the data we are examining are appropriate and useful in answering key questions that will inform our decision-making.
- There is wide variability in institutional resources and capacity to produce, process, and analyze data.
- Initiatives need to be intentional, analyzed, and assessed.
- We need to build capacity in educational research and evaluation, not just reporting.

Student demographics and review of practices:
- Demographics are continuing to change and will do so more over the next 10 years. We need to ensure that change as a system in response.
- We need to better understand why a large percentage of our high school graduates leave the state to attend college, so that we can turn that trend around and enroll them at one of our colleges or universities.
- We need to continually review and eliminate policies that put up barriers to completion for students of color, American Indian Students, first generation, and Pell eligible students.
- We need to understand the interests and needs of all students, so that we can we better personalize their experience and ensure that they have access to the programming and supports they need both on campus and within the surrounding community.
- We need to continue to strengthen and expand practices supporting access and success such as concurrent enrollment, emergency loan programs, examining and reducing holds, and increasing the marketing of both liberal arts and career technical/professional education.
- The role of the faculty is changing, and we need to facilitate that change.
- We need to develop deeper cultural competency among our faculty, staff, administration, students, and Board.
- We need to develop "grow our own" programs for faculty at the colleges and universities, and close disparities in hiring.

- We need to expand awareness of effective practices across our campuses, and support the scaling of those practices.
- We need to celebrate our successes.

Student Success Part II: Overview and Discussion of System and Campus Strategic Initiatives
Sr. Vice Chancellor Anderson summarized a sampling of student success practices that included systemwide and campus-specific student success practices. Sr. Vice Chancellor Anderson invited table top discussions and asked each group for suggestions and take-aways on student success practices. One person at each table took notes and gave them to Sr. Vice Chancellor Anderson. Key points and suggestions derived from the notes are listed below:

- There is no single strategy that is the silver bullet: rather we need to employ a diverse collection of strategies, customized to the local context.
- Technology supported advising is critical to student success.
- We need to continue examining our curriculum, course prerequisites, and scheduling practices.
- We need to address initiative fatigue, and identify things that we will stop doing.
- Strategies to continue exploring and move toward scaling include:
    o Case management and intrusive advising
    o Low cost/free text books and materials
    o Emergency grants
    o Writing intensive courses.
    o Collaborative assignments and projects in public spaces.
    o Undergraduate research
    o Diversity and global learning
    o Capstone projects
    o Co-curricular activities to support academic program outcomes and student development
    o Faculty learning circles
    o Social worker and mental health resources on or linked to campus
    o Examination of policy and removal of structural policy barriers
    o Credit intensity
    o Belongingness interventions
    o Strengthened data analytics
    o Robust centers for teaching and learning
    o Financial literacy
    o Addressing technology challenges that get in the way of us collaborating and creating a seamless experience for students
- We need to address initiative fatigue, and identify things that we will stop doing.
- We need to define what "done" looks like for projects and initiatives.
- When change happens, how does the institution accommodate or respond to those changes? How can the Board assist?

- How does campus climate need to change to accommodate tomorrow's students?

Adjournment

Sr. Vice Chancellor Anderson thanked everyone for their participation and said that key points and suggestions derived from the table discussions will be shared with the Board. (*Note:* this is being done by including them in these meeting notes).

Chair Cowles adjourned the meeting adjourned at 3:55 pm.