



**DIVERSITY AND MULTICULTURALISM COMMITTEE**

**MAY 19, 2010**

**8:30 AM**

**BOARD ROOM  
WELLS FARGO PLACE  
30 7TH STREET EAST  
SAINT PAUL, MN**

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

**Committee** Chair Duane Benson calls the meeting to order.

- (1) **Minutes of April 20, 2010** (pp. 1-4)
- (2) **Minutes of Joint Meeting: Advancement and Diversity and Multiculturalism Committee** (pp. 5-6)
- (3) Diversity and Multiculturalism Division Update
- (4) Follow-up to OLA Evaluation of the System Office (pp. 7-9)
- (5) American Indian Initiative Update (pp. 10-14)

Members

Duane Benson, Chair  
Clarence Hightower, Vice Chair  
Christopher Frederick  
Thomas Renier  
Louise Sundin  
Terri Thomas

**Bolded** items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
DIVERSITY AND MULTICUTURALISM COMMITTEE  
MEETING MINUTES  
April 20, 2010**

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**Diversity and Multiculturalism Committee Members Present:** Trustees Duane Benson, Chair; Clarence Hightower, Vice Chair; Christopher Frederick, Thomas Renier, Louise Sundin

**Diversity and Multiculturalism Committee Members Absent:** Terri Thomas

**Other Board Members Present:** Trustees Cheryl Dickson, Jacob England, James Van Houten

**Leadership Council Members Present:** Whitney Harris, Executive Director; Edna Szymanski, President

A meeting of the Diversity and Multiculturalism Committee was held on April 20, 2010, at Wells Fargo Place, 4<sup>th</sup> Floor Board Room, 30 7<sup>th</sup> Street East, St. Paul. Chair Benson called the meeting to order at 4:10 p.m.

**1. Minutes of the March 17, 2010 Diversity and Multiculturalism Committee**

The minutes of the March 17, 2010 meeting were approved as written.

**2. Diversity and Multiculturalism Update**

Trustee Benson called on Dr. Harris to give the update.

**Evaluation, assessment and accountability**

- An Office for Civil Rights on-site review was completed at Pine Technical College. An on-site review is a monitoring visit, but it is also a way to create a welcoming environment for diverse students.

**Operations**

- The Diversity and Multiculturalism division has been collaborating with the Council on Asian Pacific Minnesotans in a focused outreach program to Asian American groups. This collaboration included a weekend leadership retreat for Asian American and Pacific Islander youth and a poster campaign which produced posters that were sent to 700 Minnesota high schools. Although Asian American students are stereotyped as model students, they have similar access and opportunity issues to those of other underrepresented groups. This work is being evaluated by enrollment figures, Community College Survey of Student

Engagement (CCSSE) and National Survey of Student Engagement (NSSE) data and program evaluations completed by participants.

### **3. Follow-up to OLA Evaluation of the System Office**

Dr. Harris pointed out that the Office of the Legislative Auditor (OLA) Report had no specific recommendations for change for the Diversity and Multiculturalism division. One recommendation the report made was to offer training on a regional and systemwide basis. The division already conducts about 60 percent of its training in this manner. The other 40 percent is in response to specific campus requests or issues. The other OLA recommendation that requires the attention of the Diversity and Multiculturalism division is the recommendation to improve the Board's ability to monitor administrative productivity and efficiency and to measure costs against reasonable benchmarks. This recommendation is applicable to all divisions of the Office of the Chancellor. The items listed in the Board documents are for preliminary discussion and feedback before Dr. Harris and his staff develop a draft Diversity and Multiculturalism divisional response to the OLA report.

Trustee Benson summarized that what was being requested of the committee was help in defining performance indicators to use in measuring outcomes of Diversity and Multiculturalism work. Much of the work of the division is hard to measure, and it is hard to prove that the recent positive enrollment trends are the result of this work.

After discussion, the committee agreed that the performance standards to be used for the work of diversity should be based upon student recruitment, retention and graduation. Dr. Harris, in consultation with Trustee Benson and President Szymanski, will come back to the Diversity and Multiculturalism Committee with a proposal which will lay out ways to measure these three goals and some measurable tactics for achieving them.

### **4. Century College and Inver Hills Community College Access and Opportunity Center Evaluation Report**

Dr. Harris called on Dr. Mike López, Associate Vice Chancellor for Student Affairs, to provide background for this agenda item and to introduce the guest presenters. Dr. López said that the Board had provided funding for three higher education access and opportunities centers. These centers were to address two major issues: (1) to provide college awareness and college readiness programs for high school students in partnership with local school districts, and (2) to develop innovative approaches to retention of students that were on their campuses.

Dr. Lopez said that representatives from the Century College and Inver Hills Community College Access and Opportunity Center of Excellence had come to brief the Board on the outcomes of the center, based on a recent outside evaluation, and on the efforts to disseminate successful best practices from the center. He introduced the first speaker, Barbara Read, Vice President of Student Affairs at Inver Hills Community College.

Dr. Read asked the others presenters to introduce themselves. The other presenters were: Tadael Emiru, Access and Opportunity Center Director, Inver Hills Community College; Jason Cardinal, Access and Opportunity Center Director, Century College; and Andrea Roberge, Dean of Student Support Services, Century College.

Dr. Read said that the center was designated in January of 2008, and that by the summer of 2008, they had successfully replicated PACE (Preparing to Achieve a College Education) from Century College to Inver Hills Community College. The first cohort of this program is now about to graduate from PACE and from high school.

The mission of the center is to increase high school graduation rates, strengthen college readiness and develop collaborative relationships between high school and college teachers. The two colleges have a strong collaborative relationship as well.

Jason Cardinal spoke of the importance of a postsecondary partnership with K-12 institutions to recruit, retain and graduate students. The most vulnerable students, he said, are those from underrepresented groups. Century College started the PACE program in 2005, modeled after a program in the Arizona schools. The Access and Opportunity Center grant allowed the program to be developed to a deeper level, growing from one cohort at a time at Century in 2008 to four there today, in addition to the PACE program at Inver Hills.

Tadeal Emiru explained that the PACE programs offer students the chance to take college courses and earn college credits while still in high school. During the school year there are Saturday classes. In the summer there are six weeks of classes on the college campuses. The program is provided at no cost to students, and transportation is provided. The program is designed for underrepresented students who are in the academic middle. Eighty-eight percent of PACE students are students of color. Sixty percent are low income. PACE uses a cohort model and provides academic support. Parents and guardians are required to participate in the process, and PACE works closely with high school guidance counselors.

Some important outcomes of the Pace program are:

- Since July 2008, 213 students have participated in PACE, with a 95 percent term-to-term retention rate.
- Results exceeded the target retention rate of 70 percent.
- Ninety-five percent of participants earned GPAs of 2.0 or above.
- Retention over four semesters is 74 percent.

Prior to this year, Century has graduated two cohorts from PACE, and 100 percent of those students went on to college.

Dr. Read summarized some of the methodology and the results of a positive evaluation recently conducted by The Evaluation Group at Institute on Community Integration (ICI), University of Minnesota.

Mr. Cardinal spoke of the teacher collaboration program, which pairs high school teachers with college faculty. The collaboration includes visits to each other's classrooms and bringing high school students to campus. This is an opportunity for high school and college teachers to work together to create lesson plans and design activities to meet the needs of the participants. Over six hundred high school students have participated in this program. Sometimes college and high school students collaborate on projects. College students blog on what it meant to be a college student and what they wished they had known about college when they were in high school. In order to experience college life, high school students shadow college students. As a result of this program, an online college readiness course curriculum has been developed.

Andrea Roberge, Dean of Student Services at Century College, spoke about the learning communities. This is a retention program designed for first-year college students. With the learning communities, students take common courses and get extra support, using the cohort model. The academic support includes customized tutoring, advising, and other college success strategies. Faculty members collaborate to design integrated course content and activities. In the fall of 2009, 737 students participated in learning communities. There was an 84 percent retention rate from fall 2009 to spring 2010, 80 percent for underrepresented students. Eighty-seven percent have a GPA of 2.0 or higher.

The goal for FY 2011 is to share the insights from the center and the best practices that it has used, both with the Minnesota State Colleges and Universities system and nationally. The plan would be to present a variety of workshops, to host online forums and to share information about replicating these programs. Representatives of the center have already presented at the system's Student Affairs conference in two different years, first on the PACE program and this year on the research and outcomes. There also have been presentations at an ACT conference, the League of Innovation Conference, and at the Higher Learning Commission annual conference.

President Larry Litecky said that in a related project, a work group made of 15 presidents of two-year colleges has been meeting in response to the American Graduation Initiative, developed by President Obama and focused on two-year colleges. This initiative also addresses high school completion, college readiness, participation in college and completion of a college degree or certificate. President Cheryl Frank said that they are looking at federal resources to supplement the important work already being done thanks to the funding provided by the Trustees.

Chair Benson and Dr. Harris offered congratulations and thanks to the presenters.

The meeting adjourned at 5:25 p.m.

Respectfully submitted by Gale Rohde

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
JOINT MEETING: ADVANCEMENT AND DIVERSITY  
AND MULTICULTURALISM COMMITTEE  
MEETING MINUTES  
April 20, 2010**

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***Advancement Committee Members Present:*** Trustees Christine Rice, chair; Cheryl Dickson, vice chair; David Paskach, Thomas Reiner, Louise Sundin, and Terri Thomas.

***Diversity Committee Members Present:*** Trustees Duane Benson, chair; Clarence Hightower, vice chair; Christopher Frederick, Tom Reiner, and Louise Sundin.

***Leadership Council Committee Members Present:*** Presidents Jon Quistgaard and Edna Szymanski, Whitney Harris and Linda Kohl.

***Other Trustees Present:*** Trustee Jacob Englund.

The joint Minnesota State Colleges and Universities Advancement and Diversity and Multiculturalism Committees met April 20, 2010, at the Minnesota State Colleges & Universities system office in St. Paul. Co-Chair Duane Benson called the meeting to order at 3:45 p.m.

**1. Reaching the Underrepresented Initiative Update**

Whitney Harris, executive director for diversity, reported that goal of the initiative of reaching the underrepresented was to increase the overall educational attainment of adults and recruiting more students from groups traditionally underserved in higher education.

Harris and Linda Kohl, associate vice chancellor for public affairs, shared elements of the initiative, including collecting information from focus groups of students in underrepresented groups. Information from the focus groups and from a review of existing recruitment efforts were used to develop a public relations and advertising campaign that included redesigned brochures printed in nine languages, bus shelter ads placed in specific neighborhoods, ads in buses and light rail transit, print ads placed in minority media publications and a coordinated Web site. The brochures have been in high demand – 82,500 were printed and more have been requested. The system has had 54 advertisements in publications with a combined readership of 330,000. The overall campaign cost was \$337,000 over two years. There have been 39.9 million impressions, or views, of this campaign. This is high rate when considering the amount of money that was spent. Harris also reported that the results indicated that the campaign has contributed to an awareness of colleges and universities within the targeted communities. Between 2005 and 2009 the students of color grew from 30,000 to 40,700 or

36 percent. The total system headcount increased 8.3 percent and the number of underrepresented students increased dramatically in fall 2009.

The diversity campaign has won several awards. In addition, diversity career professionals requested the Minnesota State Colleges and Universities to present the initiative to a National Association of Diversity Officers in Higher Education Webinar.

The meeting adjourned at 4:08 p.m.

Respectfully submitted,  
Candi Walz, Recorder

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

**Agenda Item Summary Sheet**

**Committee:** Diversity and Multiculturalism      **Date of Meeting:** May 19, 2010

**Agenda Item:** Follow-up to OLA Evaluation of the System Office

Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring

Information

**Cite policy requirement, or explain why item is on the Board agenda:**

Each committee of the Board of Trustees was directed to develop a plan to address the recommendations in the recent evaluation of the Office of the Chancellor by the Minnesota Office of the Legislative Auditor (OLA).

**Scheduled Presenter(s):**

Whitney Stewart Harris, Executive Director, Diversity and Multiculturalism

**Outline of Key Points/Policy Issues:**

Through its committee, each division is to report on its progress in responding to the OLA evaluation.

**Background Information:**

- The OLA evaluation was requested by the Chancellor and The Board of Trustees Chair and was completed early in 2010.
- At its April meeting, the Diversity and Multiculturalism Committee requested that Dr. Harris come to the committee with suggestions regarding the Diversity and Multiculturalism aspect of the OLA report. This is a continuation of the discussion. A final report will be presented at the June 2010 meeting.



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

<b>INFORMATION ITEM</b>
FOLLOW-UP TO OLA EVALUATION OF THE SYSTEM OFFICE

**BACKGROUND**

Through this discussion, the staff is seeking input and direction from Board of Trustees Diversity and Multiculturalism Committee in preparation for completing the *Office of the Chancellor Division Performance Reporting Template*, which is due in June 2010. Presented below is information related to item II from the template. The other sections of the template will be presented at the June 2010 Board meeting. These sections of the template depend heavily upon the Board’s expectations regarding the functional duties of the Diversity and Multiculturalism division.

**II. Explain the structural distribution between the functional duties performed by this division and activities performed by the colleges and universities.**

The Diversity and Multiculturalism division has four functional duties including: (1) compliance enforcement, (2) leadership and policy development, (3) education/training, and (4) community outreach. With regards to community outreach, the office does not generally engage in direct recruitment of students; however it provides technical assistance in recruiting students from underrepresented communities. The division has established the statewide Community Action Diversity Council to provide advice and counsel on its work with campuses in providing access, opportunity and success for all Minnesotans, especially those from underrepresented communities. The chart below illustrates the distribution between major functional duties performed by the Diversity and Multiculturalism division and the colleges and universities. It is illustrative and not exhaustive.

<b>Office of the Chancellor Functions</b>	<b>Colleges and Universities Functions</b>
Conduct Office for Civil Rights (OCR) campus reviews as required by federal law and policy.	Create an OCR Voluntary compliance plan to address areas where corrective action is needed.
Monitor the progress of campus compliance plans developed from the Office for Civil Rights reviews.	Implement OCR Compliance Voluntary Plan.
Develop the biennial report that goes to the Department of Education concerning OCR audit.	No action required

<b>Office of the Chancellor Functions</b>	<b>Colleges and Universities Functions</b>
Conduct Policy 1B.1 Nondiscrimination in Employment and Education Opportunity investigations at the Office of the Chancellor.	No action required.
Conduct 1B.1 investigations of senior campus administrators.	Conduct most other 1B.1 investigations with technical assistance from the Diversity and Multiculturalism Division.
Provide technical assistance to campuses in implementing, monitoring and conducting 1B1 investigations.	Conduct most other 1B.1 investigations with technical assistance from the Diversity and Multiculturalism Division.
Monitor the systemwide access, persistence and completion rates of underrepresented students. Note that the Diversity and Multiculturalism division has only indirect influence on these outcomes.	Each institution monitors its own access, persistence and completion rates.
Develop systemwide policies related to equal opportunity, affirmative action and compliance.	Colleges and universities are charged with implementing the policies.
Provide technical assistance to campuses in their work to achieve student recruitment, retention and success.	Most direct recruitment of students is done by the colleges and universities.
Assist in the implementation of federal, state and board policies related to equal opportunity, affirmative action and compliance.	Colleges and universities are charged with implementing the policies.
Conduct affirmative action, harassment, discrimination and anti-racism training on campuses. Technical assistance is provided to colleges and universities that conduct this training for their campuses.	Campuses with appropriate resources conduct affirmative action, harassment, discrimination and anti-racism training on their campuses.
Research best practices for the recruitment and retention of students and employees from traditionally underrepresented communities and communicate them to campuses.	Colleges and universities implement best practices, as appropriate. Student recruitment is primarily the responsibility of each campus.
Facilitate the systemwide Community Action Diversity Council; and provide technical assistance, best practices and feedback from the Community Action Diversity Council regarding access, opportunity and success for students.	Some campuses establish local diversity councils.
Provide resources and technical assistance for targeting systemwide employee recruitment.	Each campus manages the recruitment and retention of its employees.

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

**Agenda Item Summary Sheet**

**Committee:** Diversity and Multiculturalism      **Date of Meeting:** May 20, 2010  
**Agenda Item:** American Indian Initiative Update

Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring

Information

**Cite policy requirement, or explain why item is on the Board agenda:**

This is a update followed by a discussion by the trustees on recent work on behalf of access, opportunity and success for American Indians. This agenda item was previously on the January agenda, but was not presented at that time due to time constraints.

**Scheduled Presenter(s):**

Whitney Stewart Harris, Executive Director, Diversity and Multiculturalism  
David Isham, Access and Opportunity Specialist

**Outline of Key Points/Policy Issues:**

- The system implemented an American Indian Initiative in 2006 to improve higher education access, opportunity and success.
- Enrollment of American Indians has experienced a slight increase.
- The Office of the Chancellor and colleges and universities continue to work with members of the American Indian communities to develop and implement best practices that support increased higher education success for American Indians.

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

<b>INFORMATION ITEM</b>
AMERICAN INDIAN INITIATIVE UPDATE

**BACKGROUND**

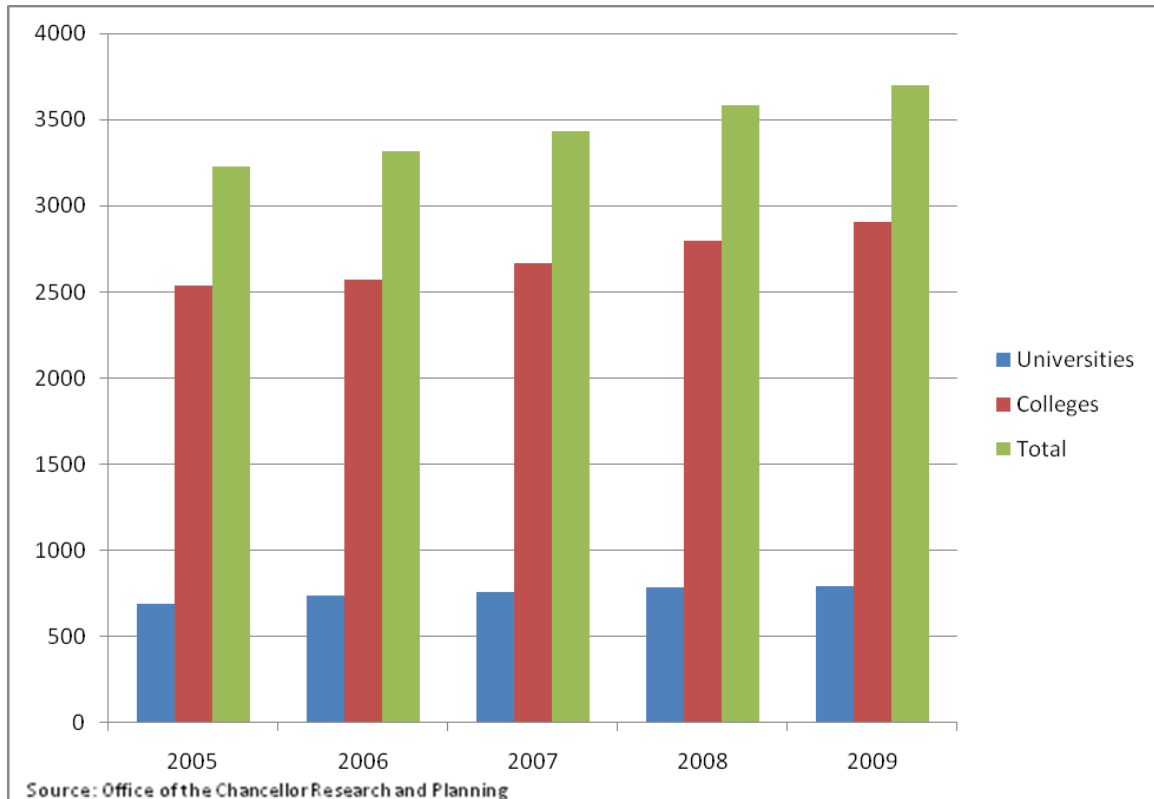
In response to a directive from the Minnesota State Colleges and Universities Board of Trustees and under the direction of Chancellor James McCormick, the Diversity and Multiculturalism division of the Office of the Chancellor and the colleges and universities have been engaged in the American Indian Initiative since 2006. This is another in a series of updates that are given to the Board periodically.

Enrollment of new students from groups traditionally underrepresented in higher education increased by 22 percent last fall at the 32 Minnesota State Colleges and Universities, according to a report presented to the Board of Trustees. These groups include students of color, low-income students and students whose parents did not attend college.

A review of the data from 2005 to 2009 shows a trend of increased enrollment by American Indian/Alaskan Native Students (see graph below).

	2005	2006	2007	2008	2009
<b>Universities</b>	693	741	761	787	792
<b>Colleges</b>	2534	2573	2670	2800	2908
<b>Total</b>	3227	3314	3431	3587	3700

**Minnesota State Colleges and Universities  
American Indian Students  
Full Year Unduplicated Credit Headcount  
Fiscal Years: 2005 through 2009**



Additionally, initial numbers indicate that the total number of American Indians increased by 10.1 percent from Spring 2009 (2492) to Spring 2010 (2743).

**Colleges and University Activities**

During the period covered by this report, a number of events and conferences at various system institutions have taken place to share information pertinent to American Indian awareness. The following is a partial list:

- Fond du Lac Tribal and Community College
  - Celebrated the appointment of Larry Anderson by the Minnesota State Colleges and Universities Board of Trustees.
  
- Minneapolis Community and Technical College
  - Offered an Evening of Song and Poetry – an annual event designed to allow Native students a forum to showcase their talents.

- St Cloud State University
  - Hired two American Indian Employees during this past year to fill the Associate Director, American Indian Center and the Planetarium Director positions.
  - Students participated in local conferences. These include the First Annual Power in Diversity conference, hosted by St. Cloud State University, and the Minnesota Indian Education Association conference.
  - Conducted the 17<sup>th</sup> Annual All Tribes Council Pow-wow.
  - Provided ten scholarships to American Indian students.
  - Is currently planning the 4<sup>th</sup> annual Native Studies Summer Workshop for Educators (formerly called American Indian Studies Summer Institute), to be held on the White Earth Nation reservation.
  
- Minnesota State University, Moorhead
  - Appointed Dr. Donna Brown as Interim Vice President of Student Affairs for Diversity and Inclusion.
  - Held Indigenous People's Education Conference.
  - Held grand opening of the American Indian Research and Resource Center on February 24, 2010.
  - Has a research project underway that will seek to address the disproportionate number of American Indian students attending alternative schools.
  - Recognized 22 American Indian graduates in spring of 2010.
  
- Metropolitan State University
  - Provided a variety of activities throughout November as part of American Indian Month.
  
- Bemidji State University
  - Held American Indian Summit: *Indian Education: Yesterday & Today*.
  - Provided outreach to Bemidji Community by providing a community event at a local business, *Everything You Ever Wanted to Know About American Indians, But Were Afraid to Ask*. The presentation was conducted by Dr. Donald Day and Professor Anton Treuer.
  - Conducted the 17<sup>th</sup> Annual American Indian Graduation Banquet, recognizing 18 graduates.

- Minnesota State University, Mankato
  - Began organizing an American Indian Advisory Committee.
- North Hennepin Community College
  - Held its First Annual Pow-wow.
- Office of the Chancellor
  - Held a Brown Bag session on Sovereignty, presented by John Poupart
  - Arranged for the presentation by Dr. Don Day and Professor Anton Treuer, *Everything You Ever Wanted to Know About American Indians, But Were Afraid to Ask*, as part of the Student Affairs/Diversity and Multiculturalism conference in February 2010.

### **Outreach and Research**

The following are activities conducted by the staff of the Diversity and Multiculturalism division of the Office of the Chancellor during the period covered by this report:

- Presented the Minnesota State Colleges and Universities Systemwide Strategic Work Plan for American Indians 2006-2010 at the Minnesota Indian Education Association conference and the American Indian Summit at Bemidji State University.
- By invitation, participated in the Education Trust, Access to Success meeting.
- Seated as a member of the Tribal Nations Education Committee.
- Met with a representative of the 2010 Census on the importance of an accurate count in Indian country, and explored ways to partner with system institutions.
- Met with Minneapolis Public Schools, exploring ways to better prepare and bridge K-12 and higher education.
- Attended meetings with Native American Community Development Institute to focus on the American Indian Cultural Corridor plans and how Minnesota State Colleges and Universities can play an integral role in the educational component.
- Participated in planning and conducting the 24<sup>th</sup> Annual Twin Cities American Indian Graduation Banquet, April 2010.
- Met with Chairwoman Erma Vizenor of the White Earth Nation.

This preliminary report is just a sampling of the efforts and activities that involve Minnesota State Colleges and Universities students, faculty and staff.